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THE POWER OF ORAL LANGUAGE, SPEAKING AND LISTENING, A GUIDE FOR TEACHERS OF ENGLISH--GRADES 7, 8, 9.

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SANTA CLARA COUNTY'S GUIDE FOR ENGLISH TEACHERS OF GRADES SEVEN, EIGHT, AND NINE IS ARRANGED AROUND SIX MAJOR GOALS WHICH ENCOURAGE STUDENTS--(1) TO ORGANIZE THE CONTENT OF ORAL LANGUAGE IN RELATION TO PURPOSE AND LISTENER, (2) TO SPEAK EASILY AND EFFECTIVELY IN A VARIETY OF SITUATIONS, (3) TO PARTICIPATE EFFECTIVELY IN DEMOCRATIC DISCUSSION PROCEDURES, (4) TO USE STANDARD INFORMAL ENGLISH IN SITUATIONS REQUIRING THE ACCEPTED CONVENTIONS OF SPOKEN LANGUAGE, (5) TO LISTEN COURTEOUSLY AND CRITICALLY, AND (6) TO LISTEN CREATIVELY. BASIC CONCEPTS, DESIRABLE ATTITUDES, AND MAJOR SKILLS AND COMPETENCIES TO BE ACQUIRED BY THE STUDENT ARE SPECIFIED FOR EACH GOAL. CLASSROOM ACTIVITIES AND TEACHING TECHNIQUES ARE PRESENTED IN A LOGICAL SEQUENCE TO HELP DEVELOP THESE CONCEPTS AND SKILLS, AND EVALUATION METHODS ARE SUGGESTED. AN APPENDIX CONTAINS COMMENTS ABOUT PROPAGANDA AND A BIBLIOGRAPHY OF BOOKS FOR THE JUNIOR HIGH SCHOOL LITERATURE PROGRAM. THIS GUIDE, RECOMMENDED BY THE NCTE COMMITTEE TO REVIEW CURRICULUM GUIDES, IS NOTED IN "ANNOTATED LIST OF RECOMMENDED ELEMENTARY AND SECONDARY CURRICULUM GUIDES IN ENGLISH, 1967." (SEE ED 014 490.) IT IS ALSO AVAILABLE FROM THE SANTA CLARA COUNTY OFFICE OF EDUCATION, 70 WEST HEDDING STREET, SAN JOSE, CALIFORNIA 95110, FOR $3.50. (LK)

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The Power of

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FOR GRADES 7-8-9

SANTA CLARA COUNTY
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THE POWER OF ORAL LANGUAGE:

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A GUIDE FOR TEACHERS OF ENGLISH - GRADES 7, 8, 9

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FOREWORD

The importance of the teaching of the English language skills in the schools has never been questioned, but the methods of teaching them and the content of the curriculum are a matter of increasing concern.

There is clear evidence that in the past, too little emphasis has been placed on the oral aspects of language and that the ability to speak effectively and to listen perceptively is even more important today than ever before.

With this in mind, Dr. Myron Schussman and Miss Viola Owen of my staff have worked closely with Dr. Walter Loban of the University of California in developing an experimental pilot study which involved a hard working committee of representatives from the local school districts in Santa Clara County, and which has resulted in this oral language guide for teachers of English at grades seven, eight, and nine.

Teachers in the fourteen participating districts have used the guide and have evaluated the classroom experiences and suggested materials as they used them with their students. The committee now presents the revised guide for all districts to use.

The guide is only a beginning, "a generator of ideas" that may give an additional spark to the teaching of English. It should be used by each teacher in the way that is best for him.

At this point, I wish to emphasize my wholehearted support of this project and to express my appreciation for all the time and effort that has gone into it, on the part of the district committee members as well as the members of my staff. I believe that this will represent an important step forward in improving our approach to the teaching of skills in English.

C. R. TIMPANY, Secretary Ex-Officio
Santa Clara County Board of Education
and County Superintendent of Schools

A POINT OF VIEW

It has been said that we listen to a book a day, speak a book a week, read a book a month, and write a book a year. In spite of the inevitable weaknesses related to such a sweeping generalization, it is incontestable that listening and speaking activities occupy a large portion of each individual's waking hours and are the foundation upon which other language accomplishments are built. Attention to these skills becomes a concern of any responsibly planned curriculum.

A basic assumption important to the successful utilization of the ideas presented in this guide is that it is incumbent upon the classroom teacher to create a climate in which pupils are free to develop their unique potentialities. Only by setting an example of valuing the worth and dignity of each individual pupil is there hope for students to hold similar values. Also of vital importance to a successful oral language program is the teacher's personal attitude toward listening and speaking. Setting the example of good listening and effective speaking will go far in developing these same abilities in pupils.

The belief that effective thinking precedes effective listening and speaking should be apparent throughout the guide. Only through improvement in the skills of thinking can we hope to improve any language skill.

Another underlying theme is that the spoken language is the living language. Writing is used to record this living language through a system of symbols. If the listening and speaking skills are neglected, all four communication skills - listening, speaking, reading, and writing - suffer.

Oral language is the base for written language. Oral language must precede written language and reading. As proficiencies grow in speaking and listening skills, they are more apt to grow in reading and writing skills.

The reader will note that many approaches are suggested for teaching each concept. This is felt to be important since different pupils learn best in a variety of ways. It is the task of the classroom teacher to discover the best learning methods for each pupil and adapt his teaching to these individual differences. It is unrealistic to set a single standard and expect all children to achieve it. Such an approach will inevitably result in frustration and failure for many children.

Keep in mind that this is a tentative guide. It is intended to be used as a generator of ideas and as a beginning. It remains for teachers to try, adapt, modify, or even reject the ideas. Your suggestions for additions and deletions are essential for a worthwhile finished product.

SIX MAJOR GOALS

I. MAJOR GOAL

Within the Limit of His Capacity Every Pupil Should Learn to

ORGANIZE THE CONTENT OF ORAL LANGUAGE IN RELATION TO PURPOSE AND LISTENER

BASIC CONCEPTS TO BE UNDERSTOOD

A speaker never transfers what he knows to a listener; he can only search for the words and arrangements of words that will elicit in the listener thoughts and feelings similar to those of the speaker.

What the listener already knows or does not know must be taken into consideration in choosing and rejecting the content of oral language.

Ideas and illustrations should be chosen or rejected in relation to a clearly realized purpose.

Topics should be chosen with the listener in mind.

Orderly presentation of ideas is necessary if listeners are not to be confused.

DESIRABLE ATTITUDES TO BE DEVELOPED

To realize the difficulty of accurate verbal communication and to respect the necessity for clear organization.

To be alert to the listener's responsiveness, perceiving whether or not he is understanding what is said.

MAJOR SKILLS AND COMPETENCIES TO BE ACQUIRED

1. To have a clearly defined purpose.

2. To organize content so that major points are emphasized and minor points or illustrations perform useful and appropriate roles.

3. To follow a logical sequence that is coherent in its use of some pattern such as chronology, degree of importance, comparison and contrast.

4. To stick to a subject and make progress with that subject.

5. To use appropriate examples and analogies to clarify meanings.

6. To give adequate oral directions.

7. To use an outline suitably and flexibly (when an outline is appropriate).

8. To plan mentally -- think in advance for oral presentation.

9. To tell a story, joke, or incident with proper timing, sequence, climax, and conclusion.

10. To pace a presentation appropriately.

II. MAJOR GOAL

Within the Limit of His Capacity Every Pupil Should Learn to

SPEAK EASILY, EXPRESSIVELY AND EFFECTIVELY IN A VARIETY OF SITUATIONS

BASIC CONCEPTS TO BE UNDERSTOOD

Sensitivity to the needs of the listener guides one in his speaking.

Language varies in formality depending upon the situation.

The situation and language interact; both affect and determine the other.

A speaker shows interest in communicating by putting reasonable energy and force into his speaking. Posture and poise also reflect interest and effort.

DESIRABLE ATTITUDES TO BE DEVELOPED

To prefer vivid and precise wording instead of cliches and vagueness.

To feel courtesy and consideration for others, avoiding offensive language or content and using a tone showing respect for the listener.

To enjoy using and studying language.

MAJOR SKILLS AND COMPETENCIES TO BE ACQUIRED

1. To develop self-confidence and poise in a variety of situations including speaking before a class or group.

2. To use an imparting tone of voice, signaling meaning with pitch, stress, and pause as well as with choice and arrangement of words.

3. To achieve a reasonably fluent manner free from unnatural pauses on the one hand and distracting glibness on the other hand.

4. To enunciate clearly.

5. To speak in complete sentences (with minor exceptions).

6. To adjust voice and manner to the situation, using sufficient volume of voice and suitable gestures.

7. To be aware of the range of formality in language and to use language appropriate to the situation.

8. To be aware of tone in one's voice, avoiding dogmatic, belligerent, defensive, sarcastic, and superior stances, striving for sincerity, pleasantness, and earnestness in most situations.

9. To be able to take part in dramatics, reading one's lines naturally.

10. To use emphasis for special meaning.

11. To be gracious and at ease in introductions.

12. To "think on one's feet" rather than to panic or be unable to examine the challenges or ideas arising from the situation.

13. To get and maintain listeners' attention.

III. MAJOR GOAL

Within the Limit of his Capacity Every Pupil Should Learn to

PARTICIPATE EFFECTIVELY IN DEMOCRATIC DISCUSSION PROCEDURES

BASIC CONCEPTS TO BE UNDERSTOOD

Effective speaking and listening depend upon effective thinking.

Ideas are to be judged by their own worth instead of by whoever proposes them.

Minority viewpoints are valuable and should be expressed.

The dignity and worth of all individuals require the use of definite manners, tones of voice, and procedures in discussion.

DESIRABLE ATTITUDES TO BE DEVELOPED

To welcome and respect differences of opinion because such diversity stimulates thought.

To resist choosing opinions in order to be popular with the group.

To accept the obligation of expressing one's point of view, even when it is unpopular, so the democratic process has access to all sides of a question.

To evaluate new ideas with interest and alertness.

MAJOR SKILLS AND COMPETENCIES TO BE ACQUIRED

1. **To differ without rancor or belittling the persons opposing one's ideas.**
2. **To gain ability in getting to the point.**
3. **To cleave to the heart of the matter in discussion, panels, and group work.**

4. To handle informal business meeting procedures and parliamentary procedures in such a way as to

   (a) get things done by handling one thing at a time;
   (b) give the minority a hearing;
   (c) see that the majority opinion prevails.

5. To develop respect for diversity of opinion, learning to welcome differences of opinion because such differences motivate thought and help in the search for wise decisions.

6. To show courtesy, mutual respect, and thoughtful attention to the feelings and dignity of everyone in the class.

7. To retreat gracefully from an untenable position and to modify ideas in the light of new evidence.

8. To speak without self-consciousness to members of various racial, ethnic, religious, and socio-economic groups.

9. To judge the sources from which one gets his information. To recognize when statements are backed by opinion rather than fact, and to feel an obligation to cite sources and facts when these are pertinent.

10. To detect basic assumptions and the difference between relevant and irrelevant data.

11. To discover terminal facilities (if one is a talker) and to speak up (if one is a non-talker).

12. To avoid rigid dogmatic statements, replacing them with a "positive tentativeness."

13. To ask clear questions for clarification.

14. To participate as an effective member of a panel or group presenting a report or a planned discussion.

IV. MAJOR GOAL

Within the Limit of His Capacity Every Pupil Should Learn to

USE STANDARD INFORMAL ENGLISH IN SITUATIONS REQUIRING THE ACCEPTED CONVENTIONS OF SPOKEN LANGUAGE

BASIC CONCEPTS TO BE UNDERSTOOD

Violations of standard oral conventions call attention to the way one speaks and distract the listeners' attention from the ideas one is trying to communicate.

Insensitivity to the major language conventions can often prevent one from achieving desirable social and economic opportunities he may want.

Human beings are very sensitive to the matter of language and tend to accept or reject others on the basis of speech or dialect.

Some usages are divided (such as like or as, in: He did it like my uncle used to do it.), and in such cases one needs to be aware of both ways as possibilities of choice.

Standards in language refer to clarity and effectiveness, not to some arbitrary rule.

Pronunciation and meaning are determined by the use of a word; dictionaries merely try to keep abreast of how people pronounce and use words.

Excessive purism in language can be as inappropriate and distracting as disregard for the accepted conventions.

Language is determined by the individual's concept of himself, and it changes as he changes his self-image.

DESIRABLE ATTITUDES TO BE DEVELOPED

To recognize that conventional language is desirable because it is comfortable both to the listener and to the speaker in most situations.

To realize that human worth is not determined by a person's dialect nor mastery of standard English.

MAJOR SKILLS AND COMPETENCIES TO BE ACQUIRED

1. To observe major points of usage such as:

   (a) He and I went (not Him and me went).
   (b) He done the work well.

   (For a list of items of usage recommended for improvement at the junior high school level, see ERRORS TO BE ATTACKED FOR ELIMINATION IN THE JUNIOR HIGH SCHOOLS--in Major Goal IV, Classroom Experiences Section, p. 118)

2. To recognize the difference between crucial and non-crucial usages.

3. To become aware of one's own speech habits and patterns.

Standards and Acceptable Usage

Standards for the English language should uphold clarity and accepted usage. For instance, no one supports this awkward sentence:

> My greatest ambition is to be a nurse which I have had ever since I was a child.

Or this usage:

> The calf don't want no milk.

However, there are some usages so widespread that one would be a purist to insist that pupils avoid these changing forms. The usages in question are not numerous, and to give much time to them in school instruction is unwise. At the most, they should have attention called to them as examples of how language changes. The teacher should spend his time on more significant matters.

Examples of Acceptable Usage
(Not to receive undue time in the classroom)

1. Use of objective case rather than nominative case after the verb <u>to be</u>:

   It is <u>me</u>. That is <u>he</u>, going down the street.

2. Use of <u>who</u> rather than <u>whom</u> for the objective case at the opening of a sentence:

   <u>Who</u> are you looking for?

3. Use of <u>like</u> as a subordinating conjunction:

   You can't bowl <u>like</u> my uncle can.

4. Use of an adjective as an adverb in certain contexts:

I had a real good time.
Drive slow.

5. Use of than for from:

That book is different than the other one.

6. Distinction between shall and will as auxiliary verbs:

I will read the letter later.

7. Use of was rather than were for the subjunctive case:

If I was in Portland, I'd try to help him.

V. MAJOR GOAL

Within the limit of His Capacity Every Pupil Should Learn to

LISTEN COURTEOUSLY AND CRITICALLY

BASIC CONCEPTS TO BE UNDERSTOOD

Language may be intended to please the listener or to hurt the listener as well as to communicate thought.

How one listens helps or hinders a speaker.

DESIRABLE ATTITUDES TO BE DEVELOPED

To want to discern and interpret ideas in such a way that facts become a meaningful experience which can be transferred to real life.

To accept the opinions of others as worthwhile and to evaluate them in relation to one's own ideas as a means of learning to exchange ideas.

MAJOR SKILLS AND COMPETENCIES TO BE ACQUIRED

1. To be able to listen to a speaker and grasp the central idea of the material presented.

2. To listen to a panel or group discussion constructively in order to respond effectively with questions, comments, etc.

3. To see the relationship of parts--illustrations, sequences, concepts--to the whole, and to be aware of the determining centers around which the content for listening is organized.

4. To distinguish generalizations and evidence.

5. To recognize (propaganda) devices of persuasion and to distinguish them from evidence.

6. To be able to listen to speeches about fairly abstract ideas--about political issues, for example--and to detect the strengths and/or weaknesses of the ideas presented.

7. To pick out emotion-laden, slanted words.

8. To distinguish opinion from evidence that is objective.

9. To recognize a point of a discussion and when the discussion strays from the point.

10. To be appreciative of minority points of view and diversity of opinion.

11. To judge the relative importance and significance of ideas heard.

12. To restate accurately the personal opinions stated by a speaker and his reasons.

13. To listen for a chain of argument in order to comment intelligently or to disagree.

14. To be able to evaluate ideas important to the listener rather than to accept all spoken material as being equally worthwhile.

15. To spot the main idea; to distinguish between the thesis and the support; to challenge the analogy; to postpone the challenge.

16. To be aware that semantic differences cause misunderstanding.

17. To listen for its form in order to evaluate the "line of argument."

18. To detect types of organization used by the speaker.

19. To listen to follow directions.

20. To develop polite, respectful attitudes of listening.

21. To learn the behavior involved in the term "respectful attention."

22. To recognize dialects without taking a snobbish attitude toward them and to understand the reasons for their existence.

23. To listen intently for clues.

VI. MAJOR GOAL

Within the Limit of His Capacity Every Pupil Should Learn to

LISTEN CREATIVELY

BASIC CONCEPTS TO BE UNDERSTOOD

Words have both denotations and connotations; listeners and readers often react more strongly to the connotations.

Words are only symbols to elicit thought from the listener. They are not in themselves complete or perfect.

DESIRABLE ATTITUDES TO BE DEVELOPED

To listen creatively, one should want to apply and extend the ideas one hears.

To realize that language is cooperation between speaker and listener.

MAJOR SKILLS AND COMPETENCIES TO BE ACQUIRED

1. **To utilize or expand upon what is heard by reacting either in writing or speaking.**
2. **To develop a better listening vocabulary.**
3. **To learn to appreciate modulation and articulation as a characteristic of good speech.**
4. **To be able to understand material at first hearing--don't wait to have it repeated.**
5. **To see something useful in spoken material, not letting it go in one ear and out the other.**
6. **To find enjoyment in listening:**

   for appreciation of literature;
   for speaker's personal views;
   for description;
   for styles of oral English;
   for rhythm in poetry and prose;
   for the artistic use of language (color, apt figurative speech, etc.)

7. **To visualize while listening.**

WHAT RECENT RESEARCH HAS TO SAY

On the Primacy of the Spoken Word--

A quick survey of the language output of our times might lead one to conclude that we live in an era of the printed word. The printing presses roll day and night. Librarians are hard-pressed to catalogue and find shelf space for the outpouring material. Every drug store and supermart has become a distribution center for books and periodicals and, for the housewife, the continual accumulation of newspapers and periodicals presents a continual nagging disposal problem.

Yet research studies point up the primacy of the spoken word. Not only is it the most prevalent means of communication, but it is used more than formerly, and for more critical purposes. For adults, listening makes up 47 percent of communication activity; talking, 28 percent; reading, 17 percent; and writing, 7 percent. Students in the classroom spend 57.5 percent of their time in listening. At home they spend upwards of 20 hours a week in front of a T.V. screen. The average child entering primary school has already spent about 1500 hours watching television.

A specialist in communication in business and industry reports the needs and practices in oral communication have become more complex. Where, in former times, the more directive, authoritarian and "boss" role of management might have called for some training in "Public Speaking", now the increase in size and complexity of organization, as well as the change in philosophy and policies, leads to greater interaction among members. This calls for more skill in working out problems through intelligent discussion. It puts a premium on the ability to listen and participate.

A basic tenet of modern scholars of linguistics is that language is spoken and that writing is only an approximation of speech. They also emphasize that speech is the important item in establishing all language habits. It is also the opinion of investigators that writing proficiency cannot rise much above the level of oral proficiency. The only advantage of writing is that it gives time to clarify and reshape expression. Studies tend to reinforce what professional writers have long maintained: We write with our ear. The true writer hears what he is writing.

The general conclusions of modern studies of communication emphasize the primacy of the spoken word.

On Current Practices in English Teaching--

If the oral aspect of language is so important, it should have a proportionately important place in the classroom time schedule. This is not usually the case. One study made of seventh and eighth grade programs showed 8 percent of the time spent on oral English, with 32 percent spent on grammar and usage, 25 percent on spelling and about 7 percent on written composition. This may not be true in all schools, but other studies confirm the general pattern.

On the Factors That Shape Language Development--

Investigations into the language of children conclude that the essential skills have been developed by the age of eight. In fact, the child's general command of syntax comes before he starts school. They also point out that home background, peers, and forces outside the classroom have a stronger influence on his language patterns than his experiences with the language teacher.

On the Possibilities of Improving Oral English Skills--

In spite of the above findings, other studies point out that an important role can be played by the teacher. Listening, for instance, can be taught. Gains in particular skills such as listening for main ideas, supporting details, predicting outcomes can be measured. The studies also conclude that improvement in these oral skills increased the same skills in reading. Those who have made the studies also are of the opinion that listening is perhaps the most neglected of all communication skills. Other investigations point out that the mind has the ability to receive spoken language faster than the speaker can or does produce it, which is from 100 to 125 words per minute. This should make concentration easier and increase comprehension. The trained listener also has more time to evaluate and make judgments.

The importance of improved listening skills for students is underscored by other surveys which show that up through sixth grade, listening is the preferred mode of reception for all students. For students who are less intelligent and less academically competent, it remains the preferred mode much longer.

Research on the effect of training on oral expression is still meager, but pilot efforts in the classroom report increased student interest in language and stronger motivation for writing as results. One study reports training in discussion techniques produced significant development of open-mindedness.

General Conclusions

From all studies made, one concludes that training in listening and oral expression, more or less neglected in the past, offers an exciting and relatively unexplored field and one where the teacher can make great contributions to the over-all language development of students.

MOTIVATING AND LAUNCHING THE UNIT

Several methods of motivating the pupils and launching the unit are suggested below. Many teachers will wish to devise their own initiating activities.

1. Read "Word Torture", by Robert Benchley, in Adventures for Readers, Book II, page 98. Use story to initiate a discussion of attitudes toward language, known facts about language, curiosity about language, and what it does to and for us.

2. Make an informal oral survey of how we use language regularly for satisfaction of personal needs and desires. Discuss special language needs which occur during the school day. Discuss and list kinds of knowledge about language that would be interesting and helpful to the class.

3. Use a diagnostic "instrument."

   Note to the Pupil: The purpose of this questionnaire is to introduce a new unit of study. Do not be surprised if you know very few of the answers in a definite, complete way. These questions represent the ideas and facts you will study. At the end of the unit, you may use a similar questionnaire to see what changes, if any, there are in your attitudes toward language and information that you possess about it.

   - How would you define language?
   - For what purposes do people use language?
   - Approximately how many languages are there in the world?
   - To what language "family" does English belong?
   - Why are there so many different languages?
   - Do language differences cause barriers to world understanding?
   - How did language originate?
   - How does it grow and change?
   - What are the origins of the English and Spanish languages?
   - Do you speak a language other than English or Spanish?
   - Do you know its history?
   - How many languages do you speak?
   - Are there any advantages to knowing more than one language?
   - If so, what are they?
   - Do you plan to study a second language in school? Which language have you picked? Do you plan to study more than one?
   - Why do you choose these languages? What purposes do you hope they will serve in your life?
   - What is the great power of language?
   - Which words make you happy? Sad? Angry? Afraid?
   - Do you read silently better than you speak or write?
   - In what way can you use language best? Is it in speaking, writing, or reading?
   - Is communication limited to the use of words?

4. Role play a family argument in which language differences block mutual understanding.

5. Read the story of Helen Keller's first success with language, and then explain which elements of "a new world" were opened to her.

6. Find out about words which have had changes in meaning. Some examples are:

   cardigan, villain, boor, sandwich, clown, ambition (cg. Shakespeare's Julius Caesar), fellow, silly, enthusiasm (cf. 18th-century religious controversy), execute, marshall, constable, nice, naughty, cute (acute).

7. Ten pupils form a line. The teacher whispers a "secret" to the first in line, who whispers it to the second in line, and so on. The last pupil in line repeats the "secret" aloud--and the class discovers that it has been much distorted. Class members then analyze what went wrong with the chain of communication.

8. One of the activities about slang may be desirable as a motivating experience. (See next page, Section IA.)

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ADAPTING FOR ABILITY GROUPS

Adapting the Classroom Experiences to Pupils of Low or High Ability

These classroom experiences are suggestions, not prescriptions. Each teacher using this Guide will need to adapt these suggestions, remembering that they result in effective learning only when introduced at appropriate times and modified for a particular class. Many of the lessons require more extensive preparation and follow-through than can be discussed here. They may even be integrated within longer units of instruction.

If the teacher does not expect infallible recipes, if he assesses the procedures recommended here, he will adopt and adapt those he approves and devise more of his own. To illustrate this modification of materials, the lesson on Translating Proverbs, p. 47, has been chosen. First, its use in a class of slow learners will be described. Then its adaptation for an advanced class of high ability will be shown.

For Slow Learners

The teacher began the study of proverbs by asking, "Do you know what a proverb is?" He gave them several examples, (rolling stone, stitch in time) and asked for help in writing a definition on the chalkboard. Their assignment: ask parents or other adults for proverbs or sayings. Over several days pupils brought in proverbs and sayings to be written on the chalkboard. (Some pupils brought none, but the teacher let these pupils use her paperback book of proverbs so all could contribute.) The teacher primed one boy to ask, "What good is all this doing?", so he could explain how some of the wisdom of man's experience is found in proverbs.

Next the teacher wrote on the chalkboard several of the Egghead Proverbs (bird in hand, keep your eye on the ball) from the Guide, and helped the pupils extract the original proverb. However, the lesson turned into one of vocabulary -- e.g. spheroid led to space words, and he abandoned proverbs for the time. However, a day later he organized an oral timed contest in which he read the easier Egghead Proverbs and the contestants tried to guess the real proverb. (All of them were still written on the chalkboard.) At the close of the contest, the teacher took several regularly stated proverbs such as "Don't put all your eggs in one basket," and taught the distinction between the literal meaning and the extended application to life. As a preparation for the final day, he conducted a short quiz in which he gave proverbs and the students were scored for successful original illustrations of the proverbs applied to life situations. He then distributed a list of proverbs with an assignment to come to class prepared to give life illustrations for all the proverbs. Extra credit was promised for any who brought in pictures to illustrate proverbs. The final day featured a contest among groups, and for the last ten minutes the class once again translated Egghead Proverbs. Their favorite: "A maximum amount of toil and a minimum of play causes Jack to become a dimwitted, stagnant dunce of the male species." Note that in this last Egghead Proverb, as well as in others, the teacher deliberately made the clues more obvious and the vocabulary less difficult than those given in the Guide.

For Gifted Learners

The teacher developed the lesson toward a comprehensive study of all analogy in the language of power. Not only proverbs but figures of speech, parables, allegories, fables, symbols, and myths were analyzed as examples of how man uses his imagination to express the more intangible things of his experience.

Some of the lessons taught are illustrated here:

1. The teacher and students read and discussed poems such as "A Choice of Weapons" by Phyllis McGinley and "Limited" by Carl Sandburg. Both poems were excellent aids in opening up the concept of how language can be expanded.

2. Use Fables and Parables

Some students are often hesitant to interpret, to look beneath the surface. Establish the attitude that it is better to have soared occasionally to the wrong implications than never to have soared at all. In fables as in swimming, one must plunge in if learning is ever to take place. Merely to know "what happens" in most worthwhile stories is to wade in the shallows.

a. Begin with simple exercises. Have students tell--or read to them--Aesop's fable of the fox and grapes. They will easily grasp the point that it is intended to be more than an account of some animals and grapes. Press them to describe real-life situations, somewhat in detail, in which the sour-grapes attitude shows itself.

b. Next, present a more unfamiliar fable such as the following: A pig ate his fill of acorns under an oak tree and then started to root around the tree. A crow remarked, "You should not do this. If you lay bare the roots, the tree will wither and die." "Let it die," replied the pig. "Who cares as long as there are acorns?"

The teacher should be prepared to offer several examples of short-sighted wastfulness if pupils cannot do so Students who offer implications that are off center or inapplicable should not be discouraged by teacher or classmates. However, assessment of the best illustrations is entirely justifiable and even necessary if growth in seeing imaginative relationships is to occur.

c. From fables, move on to parables, usually somewhat more complex. Once the students understand the requirements of the assignment, meaningful generalization and application may be used with more difficult materials. Encourage, also, fluidity of thought, urging as many applications as possible to a variety of situations. If more responses are forthcoming than can be handled by oral recitation, direct pupils to use some form of abbreviation or private shorthand to record their applications.

Then close the lesson by asking each student to write the best application from among those he recorded. Some of the most imaginative and pertinent should be read to the class. (A committee of students to select these can often save the teacher's time for other work.)

d. If the students fare well on this exercise, scale even more difficult heights. Use aphorisms such as these from Eric Hoffer:

"Rudeness is the weak man's imitation of strength."
"Fear and freedom are mutually exclusive."

or maxims like these from La Rochefoucauld:

"Hypocrisy is the homage that vice pays to virtue."
"Greater virtues are needed to bear good fortune than bad."

Poor Richard's Almanack, Will Rogers' homely wisdom, Thomas Jefferson's Decalogue, the sayings of Confucius, and the aphorisms from the Old Norse sagas will furnish further tightly coiled meanings for students to unravel. A pleasant variation: place students in groups, giving all the same maxim to unfold through application. Each group then vies with the others to produce the greatest number of apt illustrations, the teacher or a committee acting as judges.

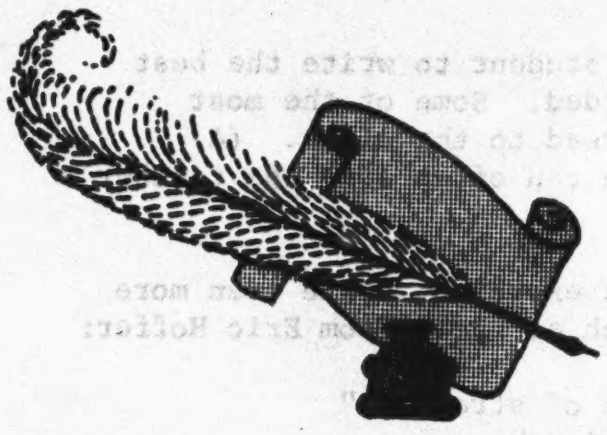
e. Gifted pupils may continue this course by using Animal Farm, The Prophet, or Fables for Our Time. All of these offer stimulation for developing an interpretive bend of mind. They assist the teacher in fostering an interpretive focus which pulls toward penetration and away from superficial acceptance of face value. Multi-leveled, and therefore suited to similar enrichment of meaning, are many children's stories, such as Charlotte's Web, The Mousewife, and The Story of Ferdinand.

3. Groups of pupils competed in furnishing for each Egghead Proverb:

a. the original proverb

b. the best possible example of the extended meaning, the application of the proverb to modern life.

4. As one of many ways of evaluating the lessons, the teacher used the proverbs test printed with the lesson. The students also recorded on tape their explications for poems similar to "A Choice of Weapons," and presented orally origin of fables and myths.



TEACHER'S NOTES

DEVELOPING THE UNIT

DISCOVERING HOW LANGUAGE CHANGES

I. Slang

A. Define briefly:

guy	neat
goofy	keen
tightwad	cheap skate
hard-boiled	sap
bonehead	nutty
ritzy	easy mark
inside dope	dodo
hot stuff	raspberry
together	cool
crazy	

B. List slang words you have heard on campus, and define each briefly.

To the Teacher: Some of the following words may be expected -

blast - fun; a good time
bread - money
church-key - can opener
crowd - group of people who are friends
crumb - an undesirable person
cube - not alert; not with the group
drag - something you dislike
fink - a tattler; to "squeal"
flake-off - leave; "drop dead"
flip-top - convertible car
panic - something especially pleasant
to bug - to annoy; to bother
to check stock - to watch girls
to chop - to criticize someone's character
to go ape (over someone) - to like someone very much
tuff - good; the best
wheel - big shot

C. Consult your parents or adult acquaintances, and list slang expressions which they used when they were younger. Also list the meanings of these terms. Are any of the expressions now standard English? Have any of them changed meaning? Which are obsolete? Compare the terms with slang expressions used by teenagers today.

D. Write a short article entitled "The Language Barrier in My Home." Explain how differences in vocabulary lead to misunderstanding between children and parents. Your article may be serious or funny. You may join other pupils in role-playing the conversation instead of writing about it.

E. Write a short article entitled "I'm Bi-lingual", in which you tell the same anecdote twice--once in slang to a friend your age, and once in formal English to an adult.

F. Contribute to a class listing of opinions about slang. Consider advantages, disadvantages, and limitations. Consider when and where slang is appropriate, when and where inappropriate. Consider the use of slang in speech and writing.

G. Discuss the value of slang and its limitations.

II. Acceptable Spoken Language

III. Non-Standard Language

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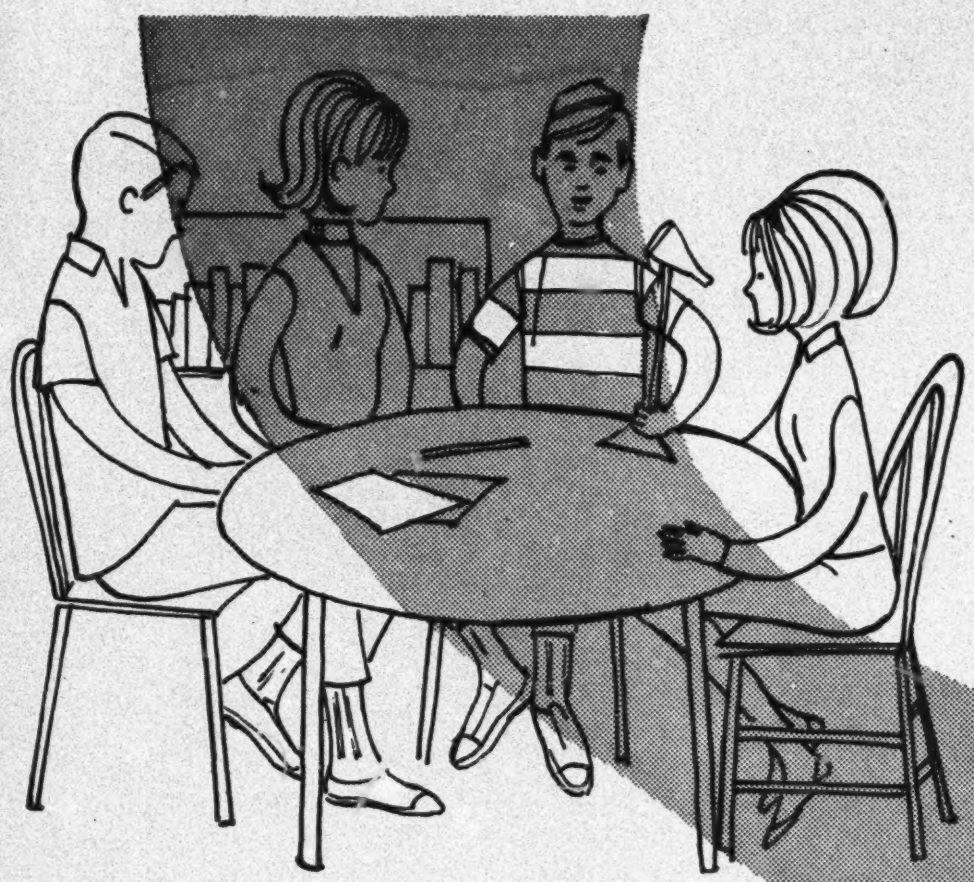
Speaking



CLASSROOM EXPERIENCES

for Major Goal I

To organize the content of oral language in relation to purpose and listener.

Research indicates:

"Moreover, in any expressional situation where the use of language is called for, there is a social context from which emerges the need for self-expression. From this develops the definition of purpose: the observation, selection and ordering of experiences and finally the choice of linguistic forms and structures which will be appropriate and intelligible in conveying the purpose to an audience."

"The extent to which meaning is associated is dependent on the listener's experience and background."

--Educational Research Encyclopedia

"Listening and speaking serve as a base for reading and writing."

--Children & Oral Language, ACEI et al.

EXTEMPORANEOUS, WORD LIST

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To stick to a subject and make progress with that subject.

To plan mentally - try to think in advance.

To think "on one's feet" rather than to panic, and to be able to examine the challenger or ideas arising from the situation.

Experience: Oral (Extemporaneous)

Groups of words are placed on 3 x 5 cards. A student chosen by his team captain selects the one he wants, reads it aloud, then has two minutes in which to put the words together in a logical story form. See suggested list on next page.

Low-ability group - prepared lists are complete. Also give low ability students time to write notes preceding talk.
Above-level group - let student add one additional word to the group.

Evaluation:

Make a check list and ask each student to make self-evaluation, or have members of class evaluate.

Use tape recorder as a playback.

Other Experiences:

Each student in class may select a card and within a short period of time write a paragraph creating a situation or story. Then read orally to the class. This plan can be used in the areas of reading, history, science, and literature.

"What would you do?" is an interesting variation. Student is given a card on which appears the following: "You are a paper boy. The neighborhood bully steals your papers and dares you to do something about it. What would you do?"

New Horizons I Reader "Big Shot" could be used as introduction or culmination.

ORAL EXTEMPORANEOUS:

Groups of words are placed on 3 x 5 cards. A student chosen by his team captain selects the one he wants, reads it aloud, then has two minutes in which to put the words together in a logical story form.

1. teacher, lost key, locked desk, test papers
2. father, flat tire, mud, donkey cart
3. woman, broken chair, cafeteria, gentleman
4. children, firecrackers, burned fingers
5. mother, pile of unwashed dishes, telephone, coiled cord
6. girl, broken umbrella, windstorm
7. small girl, lipstick, powder, mother's black dress
8. boy, baseball, broken window
9. woman, powder puff, monkey
10. two boys fighting, teacher
11. boy, cigarette, mother
12. girl, fence, torn dress
13. father, alarm clock wrong, employer angry
14. lake, stick thrown in water, dog, scuba-diver
15. steep cliff, boy, rope, helicopter
16. rowboat, girl, boy, swift rapids
17. surfing, undertow, lifeguard
18. broken dish, cross mother, crying child
19. cat, mouse, piece of cheese
20. haunted house, weird sounds, two boys, locked room
21. baseball game, tie in ninth, pinch hitter, umpire
22. bubble gum, boy, principal, head cook
23. boy, smoke, fire, escape, locked door
24. boat, lady in evening dress, sinking, five gallant men
25. lonely road, shot, groan

26. two scouts, tent, bears, flashlight

27. children, sled, hill, snow, intersection

28. snake, girl, prankster

29. parade, balloon, children

30. foot race, sprained ankle, victory

31. boy, toothache, dentist

32. boy, father, fishing pole, school

33. running boy, woman with a ruler

34. boy, bundle of newspapers, strong wind

35. red apple, worm, teacher, girl

36. baby, schoolbook, scribbling

37. pretty girls, dance, party

38. boy, dime, screened gutter

39. plate of fudge, older sister, medicine

40. ragged girl, window of toys, man

41. beach, sleeping lifeguard, drowning girl

42. mud puddle, elderly lady, late for school

Other Experiences:

Class attitude is very important to the success of this type of oral activity:-

Class chooses five unrelated objects. List them on the blackboard.

Teacher or class chooses main theme for story. It has been found more effective if the teacher introduces and sets the stage for the oral activity.

After introduction, a student is chosen to continue the story orally for about 30 seconds. During this time, he or she should weave into the plot one of the five unrelated objects listed on the blackboard. Each speaker should choose a separate object to interject into the plot.

MAJOR GOAL:

To organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To organize content so that major points are emphasized and minor points or illustrations perform useful and appropriate roles.

To follow a logical sequence that is coherent in its use of some pattern such as chronology, degree of importance, comparison and contrast.

Experience: Dramatization of Scene - Oral Book Review

Students who have read the same book may choose to dramatize several scenes. The scenes dramatized, of course, must be related to the book with a brief explanation of what has happened previously and what happens after the dramatization.

Other Experiences:

Imaginary Dialogue

Students may create an imaginary dialogue between some of the characters in the same books, using their own interpretations.

Interview Characters

A student, acting as a newspaper reporter, may want to interview several characters from the book.

BIOGRAPHICAL SKETCHES

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To organize the content for major and minor points.

To follow a logical sequence of paragraph writing.

Experience: Biographical Sketches from Library Readings

Have students write short biographical sketches from outline form* given to them after having read the chosen selection. Each report should be different, so as not to have repetition for the listener. Students, in turn, are to read orally what they have written. At the end of each report, questions may be asked by class members, and answers given by the reporter of the biographical sketch.

Student who reads his sketch does not read each heading of the outline*, but just the material he has filled in to show logical and related sequence of paragraphs in a biographical sketch.

Evaluation:

Each listener has the bare outline form and judges the oral reports being given.

Other Experiences:

*Outline form is on following two pages.

OUTLINE OF BIOGRAPHY FOR ORAL BOOK REPORT:

Name:

Date:

Period:

1. AUTHOR

2. TITLE

3. PUBLISHER AND DATE

4. NUMBER OF PAGES

5. Who is the subject of this biography?

6. What period of time does and/or did this person live?

7. Educational experiences:

8. His career and/or achievements. (How did he get started? What did he do? What obstacles might he have encountered to overcome?)

9. His quality of character (personality and behavior)

10. Single incident or event that seemed the most important in this person's life. Why was it so important?

OUTLINE OF BIOGRAPHY FOR ORAL BOOK REPORT (continued)

Name:

11. What I learned to help toward my success in life.

12. What I liked about the book and biographical person.

13. Do you think the author of this book did a good job of acquainting you with his topic? Does the person seem real to you? Why?

14. Be prepared to read a sample of the book to show the style of writing. Select a paragraph you like.

Page:

Beginning sentence:

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To have a clearly defined purpose.

To stick to a subject and make progress with that subject.

Experience: Telling About Oneself

Speaking Assignment - Teacher Suggests:

"Think about yourself in terms of what might help us get acquainted with you. What experiences of yours might have been different from those of other students in your class? What about family experiences? What are your interests? What jobs have you held?

Listening Assignment:

What have you learned about the speaker from what he said? From what he didn't say? What questions would help you know more about the experiences or interest presented?" (The last questions could be used to give the speaker an opportunity to reveal himself more fully and more easily to his new group.)

Evaluation:

Using the material in the speaking assignment, have a person introduce the person who just finished speaking. Was there enough material to make a good introduction?

Other Experiences:

INTRODUCTION, FORMAL

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To be gracious and at ease in introductions.

To give emphasis for special meaning.

Experience: Making an Introduction

Speaking Assignment - Teacher Suggests:

"Suppose you have been invited to introduce a favorite author of yours as speaker at a dinner. Prepare to introduce him by giving the most important facts about his background and achievements. Perhaps you will decide to withhold his name to see whether the class can identify him.

Listening Assignment:

Did this introduction make you want to know more about the writer? How did these contribute:

Selection of information?
Information on achievements?
Choice of wording?
Way of speaking?"

Evaluation:

The listening assignment will serve as an evaluation of the speaking assignment.

Other Experiences:

Introduce historical figures such as Columbus, Jefferson (in correlation with the content fields.)

Have one student present an award to another student in the classroom who is not aware that he will be given the award.

Student preparing award will list qualities of the individual along with past accomplishments toward attaining the award.

Exercise is impromptu for student receiving award.

ROUND TABLE DISCUSSION

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To organize content so that major points are emphasized and minor points or illustrations perform useful and appropriate roles.

Experience: Listening

Oral book reports given in the form of panel, round-table discussion*, or "book talks" can be good listening training. Participants should plan and prepare thoroughly, so that their remarks are worth hearing, and the "audience" should prepare, also, by thinking ahead of questions they will ask about the books. Questions may be written out, and a compilation made before the first such exercise, to "start the ball rolling." A regular grading sheet may motivate some classes; i.e., one point for an intelligent question that doesn't ask for information already given, etc.

Other Experiences:

*Spoken English Album is a good reference for round-table discussion.

INTERVIEW, CLASSMATES

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To conduct an oral interview of a classmate.

To follow logical sequence in reporting to class.

Experience:

Divide group into partners. Each partner interviews the other partner, during a five minute period (ten minutes for the total of two interviews). Questions such as these may be asked in the interview:

1. Where were you born?
2. Where have you lived?
3. Tell me about your family.
4. What are your hobbies?
5. Where have you vacationed?
6. What are your plans for this year?

Students may take notes.

At the close of the interview time, bring the students back to the total group. Ask two partners at a time to introduce the other and report the content of the interview.

Evaluation:

Ask class to discuss orally what standards made the best interview.

Other Experiences:

Set the stage for situations that involve introducing people; pupils may act out the formalities of presenting one person to another.

Invite a member of the class to present a speaker for a special occasion in the classroom.

Suggest that a pupil introduce to the class each new classmate who may join the group.

STUDENT INTERVIEW

1. Name _____

2. What is the title of a movie that you enjoyed viewing recently?

3. What is your favorite dessert?

4. Which spectator sport do you enjoy the most? Why?

5. What do you think of the Beatles?

6. What kind of books do you like to read?

7. What are your favorite pastimes?

8. If you could have one wish granted, what would it be?

STUDENT INTERVIEW

1. Name _____

2. Do you think junior high students should get an allowance? Why and how much?

3. Which recording star, TV star, sport star, or movie star would you choose to be?

4. What is your favorite dinner meal?

5. What kind of music do you like best?

6. Name your favorite spot for spending a vacation? Why is it your favorite spot?

7. What kind of hairstyle is best for junior high girls?

8. What do you plan to do after high school?

STUDENT INTERVIEW

1. Name _____

2. What is your favorite TV program? Why?

3. What has been your favorite class in junior high so far?

4. What do you think of the long "Beatle" type haircut?

5. Do you receive any reward for getting A's or B's in school? What?

6. What is your favorite snack?

7. If you had fifty dollars to spend as you wish, what would you buy?

BOOK REVIEW, ORAL

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To tell a story.

Experience:

Discuss with the class several approaches to book reviews. Prepare together a satisfactory outline. The details will depend on the ability of the class. The student should write a review and then give it orally. After the class and teacher have carefully criticized the presentation, the reporter should rewrite his review, correcting errors.

Evaluation:

The class evaluates the book reviews and selects the best for recording. Hearing his own book review gives a child the opportunity to evaluate himself (voice, interesting material, etc.)

Other Experiences:

Select the best review to be taped. If the class is small, all reviews may be taped. Tapes can be used by other classes or by the librarian to demonstrate good book reviews.

As an additional method of reporting on a book, the teacher may form a book court. She may choose a prosecuting attorney and a defending attorney, and let them act out spontaneously their opinions. The charges may vary.

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To begin a story with a carefully planned opening sentence.

Experience:

Discuss with students five ways to begin a story by:

Action
Conversation
Description
Mood
Beginning at the end

Find written samples to illustrate each. Ask each student to use one way of beginning and read it to the class.

Evaluation:

Let students evaluate in class discussion. Will these beginnings interest a reader? Was the meaning clear? Would the reader want to finish the story?

Other Experiences:

View film: Literature Appreciation-Stories, M-1259, to see the parts that mood, characterization, setting, etc., play in literature.

STORYTELLING - MYTHS

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To tell a story with proper timing, sequence, climax, and conclusion.

To listen for description and characterization.

Experience:

The student reads a Greek or Roman myth before coming to class. He then retells the story from notes and memory for the enjoyment and information of his fellow students.

Evaluation:

Quiz students on what was learned from listening.

Evaluate student on points of good story telling, timing, sequence, climax, and conclusion.

Other Experiences:

Give students a choice: they may tell a story, draw picture and explain, make simple project to show class, tell an original myth, tell of a newspaper column peopled with mythical characters, give an original explanation of a natural phenomenon.

IDIOMS AND METAPHORS

MAJOR GOAL:

To Organize the Content of Oral Language

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To recognize and use artistic, visual language.

Experience:

Teacher selects idioms and metaphors from list given. Asks students to interpret literal meanings orally and/or in written form. Then orally a student uses the idiom or metaphor in a sentence.

Use list that follows.

IDIOMS AND METAPHORS---MEANINGS

1. all at sea--unable to understand, in a state of ignorance or bewilderment
2. he is not all there--he is not in full possession of his mental faculties
3. put all one's eggs in one basket--risk everything
4. when all is said and done--when all the facts have been considered
5. in apple pie order--perfectly neat
6. the apple of one's eye--something extremely precious
7. an axe to grind--a private end to serve
8. asking for it--doing what one ought to know would cause trouble
9. his bark is worse than his bite--what he does is not so bad or serious as what his words seem to threaten
10. beat around the bush--avoid saying openly, frankly, or straight out
11. a bed of roses--situation of ease and comfort
12. have a bee in one's bonnet--have an obsession about something
13. a bee line--direct straight line between two places
14. beside oneself--raised to a state of extreme excitement
15. a big bug--a person of importance
16. bite a person's head off--speak angrily to a person about something without listening to an explanation or allowing excuses
17. bite off more than one can chew--undertake more than one is able to perform
18. true blue--applied to persons of unwavering faith and loyalty
19. a bolt from the blue (out of the blue)--a sudden unexpected happening
20. a bone of contention--a matter of sharp division between two people
21. a bone to pick--a matter of dispute that must be discussed
22. born with a silver spoon in one's mouth--born in luxury
23. break the ice--put an end to formality, stiffness, shyness in relations with people
24. bring down the house--give a performance that is a brilliant success and evokes great applause
25. by and large--on the whole, all things considered

26. a feather in his cap--an honor to him

27. on the carpet--reprimanded by one's superior

28. chalk it up--attach blame for it to a person

29. a chip off the old block--a characteristic of his father

30. in clover--in a state of great comfort

31. have cold feet--be frightened or nervous

32. come off with flying colors--emerge from an affair with honor

33. false colors--pretend to be what one is not

34. off color--not well

35. get down to brass tacks--stop discussing general principles and turn to practical details

36. when the cows come home--never

37. count one's chickens before they are hatched--with overconfidence

38. crocodile tears--hypocritical tears

39. my cup of tea--the sort of thing that pleases or appeals to me

40. cut and run--make haste to get away as soon as possible

41. cut off one's nose to spite one's face--revenge

42. a dark horse--a person whose capabilities are unknown

43. call it a day--consider the day's work done

44. day in and day out--every day

45. his days are numbered--end or death is near

46. seen better days--experienced more prosperous times

47. dead as a doornail--quite dead

48. a dead letter--law or rule not enforced

49. kick the bucket--to die

50. turn up one's toes--die

51. the devil to pay--a heavy price or reckoning

52. do in Rome as the Romans do--adapt yourself to the customs and manners of those you live among

53. a dog's life--a wretched, unpleasant existence

54. a cat and dog life--a relation between two people of constant fighting

55. let the cat out of the bag--divulge a secret

56. rain cats and dogs--rain heavily

57. down in the mouth--depressed

58. eat one's heart out--have one's emotional life in continuous grief

59. eat one's words--retract what one has said

60. elbow grease--hard manual work

61. at the eleventh hour--at the latest possible time

62. at a loose end--without any particular work to do

63. end in smoke--have no results, come to nothing

64. go off the deep end--get into a state of violent emotion

65. make one's hair stand on end--cause extreme horror

66. throw dust in a person's eye--do or say something that will mislead or misrepresent or divert attention

67. keep a straight face--intentionally inexpressive

68. two-faced--deceitful

69. a far cry from--widely different from

70. birds of a feather--people of the same sort

71. feather one's nest--take advantage of one's opportunities in occupation, etc.

72. a fish out of water--a person situated uncomfortably outside his usual or proper environment

73. put one's foot down--be firm

74. forty winks--short sleep

75. to follow suit--to conform one's action to that of someone else

76. pass the buck--shift responsibility

77. toe the line--do exactly what one is told

78. keep one's head--keep one's balance

79. kill two birds with one stone--with one action accomplish two different purposes

80. the last straw--the final thing that makes a situation unendurable

81. make hay while the sun shines--seize the opportunity while circumstances are favorable

82. play second fiddle--take a subordinate position

83. pull a person's leg--say something not intended to be taken seriously, a sort of joke

84. pull one's weight--do one's share in contributing to a result

85. put the cart before the horse--reverse the proper order

86. put two and two together--find something, reach a conclusion between two things

87. stay put--remain where one is, refuse to move

88. on the Q.T.--secretly

89. it never rains but it pours--events of bad or good fortune do not come singly

90. read between the lines--interpret what is really meant

91. a raw deal--unfair

92. red tape--excessive checking on details

93. to see red--be excitedly and violently angry

94. ring a bell--cause one to remember something

95. the salt of the earth--the most valuable members of the community

96. in the same boat--same situation with others

97. see how the wind blows--find what the state of affairs is

98. on the shelf--no longer performing one's former activities

99. show one's teeth--take a threatening tone

100. skate on thin ice--take part in an affair in which there is extreme danger

101. sleep on the matter--allow a night to pass before reaching a decision

102. small fry--unimportant, insignificant person

103. soft soap--flattery

104. take off one's hat to--feel great respect and admiration for

105. by the skin of one's teeth--barely

106. turn a deaf ear--refuse to listen

ADAPTING THE CLASSROOM EXPERIENCES TO PUPILS OF LOW OR HIGH ABILITY

These classroom experiences are suggestions, not prescriptions. Each teacher using this Guide will need to adapt these suggestions, remembering that they result in effective learning only when introduced at appropriate times and modified for a particular class. Many of the lessons require more extensive preparation and follow-through than can be discussed here. They may even be integrated within longer units of instruction.

If the teacher does not expect infallible recipes, if he assesses the procedures recommended here, he will adopt and adapt those he approves and devise more of his own. To illustrate this modification of materials, the lesson on Translating Proverbs, which follows, has been chosen. First, its use in a class of slow learners will be described. Then its adaptation for an advanced class of high ability will be shown.

For Slow Learners

The teacher began the study of proverbs by asking, "Do you know what a proverb is?" He gave them several examples, (rolling stone, stitch in time) and asked for help in writing a definition on the chalkboard. Their assignment: ask parents or other adults for proverbs or sayings. Over several days pupils brought in proverbs and sayings to be written on the chalkboard. (Some pupils brought none, but the teacher let these pupils use his paperback book of proverbs so all could contribute.) The teacher primed one boy to ask, "What good is all this doing?", so he could explain how some of the wisdom of man's experience is found in proverbs.

Next the teacher wrote on the chalkboard several of the Egghead Proverbs (bird in hand, keep your eye on the ball) from the Guide, and helped the pupils extract the original proverb. However, the lesson turned into one of vocabulary -- e.g., spheroid led to space words, and he abandoned proverbs for the time. However, a day later he organized an oral timed contest in which he read the easier Egghead Proverbs and the contestants tried to guess the real proverb. (All of them were still written on the chalkboard.) At the close of the contest, the teacher took several regularly stated proverbs such as, "Don't put all your eggs in one basket," and taught the distinction between the literal meaning and the extended application to life. As a preparation for the final day, he conducted a short quiz in which he gave proverbs and the students were scored for successful original illustrations of the proverbs applied to life situations. He then distributed a list of proverbs with an assignment to come to class prepared to give life illustrations for all the proverbs. Extra credit was promised for any who brought in pictures to illustrate proverbs. The final day featured a contest among groups, and for the last ten minutes the class once again translated Egghead Proverbs. Their favorite: "A maximum amount of toil and a minimum of play causes Jack to become a dimwitted, stagnant dunce of the male species." Note that in this last Egghead Proverb, as well as in others, the teacher deliberately made the clues more obvious and the vocabulary less difficult than those given in the Guide.

For Gifted Learners

The teacher developed the lesson toward a comprehensive study of all analogy in the language of power. Not only proverbs but figures of speech, parables, allegories, fables, symbols, and myths were analyzed as examples of how man uses his imagination to express the more intangible things of his experience.

Some of the lessons taught are illustrated here:

1. The teacher and students read and discussed poems such as "A Choice of Weapons" by Phyllis McGinley and "Limited" by Carl Sandburg. Both poems were excellent aids in opening up the concept of how language can be expanded.

2. Use Fables and Parables

Some students are often hesitant to interpret, to look beneath the surface. Establish the attitude that it is better to have soared occasionally to the wrong implications than never to have soared at all. In fables, as in swimming, one must plunge in if learning is ever to take place. Merely to know "what happens" in most worthwhile stories is to wade in the shallows.

a. Begin with simple exercises. Have students tell--or read to them--Aesop's fable of the fox and the grapes. They will easily grasp the point that it is intended to be more than an account of some animals and grapes. Press them to describe real-life situations, somewhat in detail, in which the sour-grapes attitude shows itself.

b. Next, present a more unfamiliar fable such as the following: A pig ate his fill of acorns under an oak tree and then started to root around the tree. A crow remarked, "You should not do this. If you lay bare the roots, the tree will wither and die." "Let it die," replied the pig. "Who cares as long as there are acorns?"

The teacher should be prepared to offer several examples of short-sighted wastefulness if pupils cannot do so. Students who offer implications that are off-center or inapplicable should not be discouraged by teacher or classmates. However, assessment of the best illustrations is entirely justifiable and even necessary if growth in seeing imaginative relationships is to occur.

c. From fables, move on to parables, usually somewhat more complex. Once the students understand the requirements of the assignment, meaningful generalization and application may be used with more difficult materials. Encourage, also, fluidity of thought, urging as many applications as possible to a variety of situations. If more responses are forthcoming than can be handled by oral recitation, direct pupils to use some form of abbreviation or private shorthand to record their applications. Then close the lesson by asking each student to write the best application from among those

he recorded. Some of the most imaginative and pertinent should be read to the class. (A committee of students to select these can often save the teacher's time for other work.)

d. If the students fare well on this exercise, try to scale even more difficult heights. Use aphorisms such as these from Eric Hoffer:

"Rudeness is the weak man's imitation of strength."
"Fear and freedom are mutually exclusive."

or maxims like these from La Rochefoucauld:

"Hypocrisy is the homage that vice pays to virtue."
"Greater virtues are needed to bear good fortune than bad."

Poor Richard's Almanac, Will Rogers' homely wisdom, Thomas Jefferson's Decalogue, the sayings of Confucius, and the aphorisms from the Old Norse sagas will furnish further tightly coiled meanings for students to unravel. A pleasant variation: Place students in groups, giving all the same maxim to unfold through application. Each group then vies with the others to produce the greatest number of apt illustrations, with the teacher or a committee acting as judges.

e. Gifted pupils may continue this course by using Animal Farm, The Prophet, or Fables for Our Time. All of these offer stimulation for developing an interpretive bend of mind. They assist the teacher in fostering an interpretive focus which pulls toward penetration and away from superficial acceptance of face value. Multi-leveled, and therefore suited to similar enrichment of meaning, are many children's stories, such as Charlotte's Web, The Mousewife, and The Story of Ferdinand.

3. Groups of pupils competed in furnishing for each Egghead Proverb:

a. the original proverb

b. the best possible example of the extended meaning, the application of the proverb to modern life.

4. As one of many ways of evaluating the lessons, the teacher used the proverbs test printed with the lesson. The students also recorded on tape their explications for poems similar to "A Choice of Weapons," and presented orally origin of fables and myths.

TRANSLATING PROVERBS, GOBBLEDYGOOK

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To recognize a clearly defined purpose.

To use appropriate examples and analogies to clarify meanings.

To broaden vocabulary.

Experience: Translate the Proverbs.

Professor B. Fuddled Egghead likes to use big words and complicated sentences. Here is how the professor would say some well-known proverbs. See how many you can recognize.

√ 1. A rotating fragment of minerals collects no bryophytic plants.

2. Exercise your visual faculties prior to executing a jump.

√ 3. An excess of individuals skilled in the preparation of edibles impairs the quality of a thin derivative of meat.

4. A feathered biped in the terminal part of the arm equals in value a pair of feathered bipeds in densely branched shrubbery.

5. Everything is legitimate in matters pertaining to ardent affection and armed conflict between nations.

6. Securing the minimal unit of the U.S. medium of exchange is a similar amount of currency acquired by labor.

Evaluation: Can you top these? Try writing some of your own erudite versions of common proverbs; such as,

Honesty is the best policy.
Better late than never.
A stitch in time saves nine.

Check the school library or your home library for book collections of quotations.

Best Quotations for All Occasions, Lewis C. Henry
The Pocket Book of Quotations, Davidoff
Brewer's Dictionary of Phrase and Fable
Familiar Quotations, John Bartlett
New Encyclopedia of Practical Quotations, Hoyt

Other Experiences:

Build a vocabulary list from words learned in this experience.

PROVERBS IN GOBBLEDYGOOK:

Students: On these pages are some erudite versions of proverbs written by members of your class. Can you recognize your own? Can you translate them?

Do not relinquish a task until another period of time which can be executed within this 24 hours.

A species of homo sapiens of insufficient depth places faith in the smile of a generous lady fortune.

The herbage is customarily more verdurous on the diametrical selvage of the property division.

Legitimate assiduity is the most advantageous strategy.

A single unit of a seam properly distributed at the correct measure of duration will maintain the square root of 81.

Postponement of the completion of a duly appointed act is the embezzler of the chronological measure.

A winged fowl when damp never exercises his aerial facilities after sunset.

Feathered bipeds in their segregated environment associate with a high degree of amiability.

An object penetrating the upper atmosphere irrevocably descends--or: The object which ascends into stratosphere must inevitably descend to terra firma.

Reclining early on one's couch and rising with the sun creates one who is salutary, opulent, and erudite.

Taciturnity is aurous.

Superfluous chronological dispatch institutes riddance of valued effects.

Veracity is a maximum effort of sagacity.

Visualizing is having faith.

There's no sense demanding attention by loud screeches over spilled white liquid derived from the lactic glands of a female bovine.

PROVERBS IN GOBBLEDYGOOK (continued):

Splintered wood and mineral chunks can rupture my skeletal system but nomenclatures do not impair me.

Distant meadows are inevitably more verdant.

Monetary exchange is the source of all sinfulness.

Do not intersect the gauntry until you approach it.

Animal protein digested well by one produces toxic symptoms in another.

Pulchritude pertains solely to the epidermis and endodermis.

Siblings should be endowed with visibility but not oral facilities.

If primarily failure is imminent, new attempts should be made repetitiously.

The promptest feather biped seizes the annelida.

A ferrous alloy rope fashioned of interlocking loops is only as hearty as its least potent section.

One more than one is a congenial group of invited guests but one more than two is a multitude.

Hemeglobin is thicker than H_2O.

Perambulate in moccasins, and shoulder a gargantuan wooden rail.

To exercise the state of being free from impurities is synonymous to piety.

Lack of what is required is the matriarch of inspiration.

Focus your optical apparatus on the spheroid.

Swab your dentures tri-daily.

Allow the somnolent quadruped to remain reclining.

A maximum amount of toil and minimum of disport and dalliance causes Jack to become a dim-witted, stagnant dunce of the male species.

PROVERBS IN GOBBLEDYGOOK (continued):

Entire purposeful activity and refusal to engage in recreation causes a male adolescent to become a depressed kid.

That which is acquired without difficulty is dispersed with equal facility.

Dissipate not needlessly and impoverishment will not be your destiny.

Don't hyperbolize your chanticleer's offspring precursory to their incubation.

It is more desirable to exist in the medium of time which constitutes a later than desirable date than not to exist in a time period at all.

A redfruit of the Malus Family absorbed into the digestive system every 1440 minutes or 86,400 seconds keeps a medical disciple from entering the ridge pole of the home sweet home.

Individuals continuing daily functions surrounded by fused sand structures should be forbidden to hurl missiles.

Don't total your feather bipeds before their emergence from their embryonic habitat--or: Refrain from enumerating your poultry prior to their emergence from their calcified enclosures.

A PROVERBS AND IDIOMS TEST*

Instructions (to pupil)

In this test you will notice that there are fifty statements in large print, and that each statement is followed by four other statements in smaller print. One of these four, (a), (b), (c), or (d), has the same meaning (or nearly the same meaning) as the statement above it. You are to put a cross (X) by the side of it to show which it is.

Here Is One Done for You

Don't count your chickens before they are hatched.

(a) Try not to be impatient.
(b) A fool and his money are soon parted.
X (c) Make sure of your money before arranging how you will spend it.
(d) Don't try to be too clever.

The time allowed will be thirty-five minutes.

Now Begin

(1) A stitch in time saves nine.

(a) A girl who is speedy will do well.
(b) Don't spend what you ought to put into the bank.
(c) Troubles often accumulate if not dealt with at once.
(d) Machines save a great deal of labour.

(2) Make hay while the sun shines.

(a) A farmer likes bright weather for his harvests.
(b) Strike while the iron is hot.
(c) Choose an open-air job if you can.
(d) Look before you leap.

(3) Every cloud has a silver lining.

(a) A bright silk lining greatly improves a dark cloak.
(b) Above the clouds the stars shine clearly.
(c) You will find a bright side to everything if you look for it.
(d) Behind every dark cloud there are brighter ones.

(4) All that glitters is not gold.

(a) Brass buttons glitter brightly when cleaned.
(b) Appearances may be deceptive.
(c) Don't waste your money on rubbishy things.
(d) The cheapest things are sometimes best.

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PROVERBS AND IDIOMS TEST (continued)

(5) More haste less speed.

(a) Try not to waste time over your work.
(b) The faster you run the slower will be your pace.
(c) People who rush at a job are apt to do something wrong, and this takes time to put right.
(d) You cannot make haste and lose speed at the same time.

(6) One swallow doesn't make a summer.

(a) A bird in the hand is worth two in the bush.
(b) It takes more than one instance to prove a rule.
(c) It is impossible to control the weather.
(d) What the swallow makes is a nest.

(7) A watched pot never boils.

(a) It is sometimes tedious to get a meal ready.
(b) People who are being watched cannot get on with their work.
(c) Time passes slowly when you are waiting for something to happen.
(d) When you put a pan on the fire don't leave it.

(8) When the cat's away the mice will play.

(a) Cats and mice rarely play together.
(b) When mother goes out some children get into mischief.
(c) A great many people do not like animals.
(d) Some people can't work unless they are watched.

(9) Many hands make light work.

(a) It gives children great pleasure to work together.
(b) If we had more than two hands it would be very convenient.
(c) We cannot have electric light without the labour of a great many people.
(d) Union is strength.

(10) People who live in glass houses shouldn't throw stones.

(a) Little children should not be allowed to throw stones.
(b) Glass is very expensive to replace once it is broken.
(c) Make sure you are right before finding fault with others.
(d) If you have mischievous children set them a good example.

(11) There's many a slip 'twixt cup and lip.

(a) Before you talk about your prize make sure you have it.
(b) Children often let their cups fall while drinking.
(c) It is easy to lose what we have won.
(d) Very few people never make a mistake.

(12) A bird in the hand is worth two in the bush.

(a) Ten pounds in your pocket is worth twenty pounds in the bank.
(b) Birds close at hand look better than at a distance.
(c) Better to live in a cottage than in a mansion.
(d) A little which you are sure of is better than a lot which you may never get.

(13) Too many cooks spoil the broth.

(a) There is no need to teach a good cook how to make broth.
(b) Some cooks don't understand how to make good broth.
(c) Domestic servants should help one another.
(d) When you find a person who knows what to do leave him alone.

(14) Enough is as good as a feast.

(a) Waste not want not.
(b) Gluttony does no one any good.
(c) A two-shilling dinner is as good as a ten-shilling one.
(d) What you eat after your appetite is satisfied does you no good.

(15) Necessity is the mother of invention.

(a) Necessity is like a mother, fond of looking after invention, her child.
(b) When you must you can.
(c) What a child needs it usually asks its mother for.
(d) Some men are so clever that they cannot help inventing things.

(16) Birds of a feather flock together.

(a) Most people are fond of social gatherings.
(b) Boys do not like playing with girls.
(c) A man is known by the company he keeps.
(d) After the moulting season is over birds come together again.

(17) Half a loaf is better than no bread.

(a) Half a loaf a day doesn't go very far.
(b) $20.00 a week may not be a good wage for a man, but it is better than nothing.
(c) Enough is as good as a feast.
(d) Mother Hubbard usually had half a loaf.

(18) One man's meat is another man's poison.

(a) Shopkeepers often sell bad things.
(b) Beware of eating poisoned meat when dining with a stranger.
(c) Your liking a thing is no reason for thinking I shall like it.
(d) You may not like my way of cooking.

(19) Rome was not built in a day.

(a) Rome was built in the year 753 B.C.
(b) It is easier to destroy a city than to build it up again.
(c) Don't be upset if you cannot do at once all you set out to do.
(d) The Book of Genesis tells us that the world was created in six days.

(20) Experience is the best teacher.

(a) A teacher needs experience before he can teach well.
(b) Much can be learned from a man of wide experience.
(c) We learn more from what we have lived through than from books.
(d) Without plenty of experience of the world we should learn nothing.

(21) Still waters run deep.

(a) Quiet people often know more than we suppose.
(b) Deep streams usually run very slowly.
(c) A deep well is not easily disturbed.
(d) Empty vessels make the most sound.

(22) The pot should not call the kettle black.

(a) It is bad manners to tell people that they are dirty.
(b) No person should blame another if he is just as bad himself.
(c) The pot should remember that some kettles are not black.
(d) One person should never call another names.

(23) One should never look a gift horse in the mouth.

(a) One should examine a gift as thoroughly as possible.
(b) We should not find fault with what we have got for nothing.
(c) We should be careful not to offend those who give us presents.
(d) Beware of staring at a horse which does not know you well.

(24) Empty vessels make the most sound.

(a) Never bank an empty saucepan.
(b) The people who talk most are often the most ignorant.
(c) Drums made to sound loudly are always hollow.
(d) Full saucepans make less sound than empty barrels.

(25) A rolling stone gathers no moss.

(a) A person who is always changing his job will not get on.
(b) If a person wishes to become rich he should move about.
(c) Moss collects best on stationary stones.
(d) Some people cannot sit still a minute.

(26) He put all his cards on the table.

(a) He showed us everything he had in his pockets.
(b) He played without cheating.
(c) He gave up all the cards he had.
(d) He told us everything he proposed to do and hid nothing.

(27) You are throwing dust in my eyes.

(a) You should be careful how you sweep the floor.
(b) You are wasting your time.
(c) You are trying to mislead me.
(d) You are playing me a dirty trick.

(28) He completely took the wind out of my sails.

(a) His action made me shiver all over.
(b) He took me completely by surprise.
(c) He did me a bad turn.
(d) What he did made me very angry.

(29) She has too many irons in the fire.

(a) She keeps poking the fire.
(b) She is very extravagant.
(c) She has too many friends.
(d) She is trying to do too many things at once.

(30) You can't make a silk purse out of a sow's ear.

(a) You can't make a big thing out of a small thing.
(b) It is impossible to do everything.
(c) You can't make good things with bad material.
(d) Sows' ears make bad material to work with.

(31) She likes being in the limelight.

(a) She likes going to the cinema.
(b) She is fond of bright lights.
(c) She likes to be where she can show off.
(d) Limelight suits her complexion.

(32) Those who pay the piper should call the tune.

(a) Those who do wrong ought to suffer for it.
(b) Those who provide the money should be allowed to say how it is to be spent.
(c) Those who pay the piper are often afraid to call the tune.
(d) Don't order things which you can't pay for.

(33) She can't see farther than the end of her nose.

(a) She is short-sighted and ought to wear spectacles.
(b) Her nose prevents her from seeing very far.
(c) She doesn't look far enough ahead.
(d) She is very careless in crossing busy streets.

(34) What he says should be taken with a grain of salt.

(a) Everything he says should not be believed.
(b) What he says ought to be accepted without question.
(c) What he says must be done with great care.
(d) You must listen carefully if you want to understand him.

(35) Don't make a mountain out of a molehill.

(a) Don't try to do what is clearly impossible.
(b) Don't get a swelled head.
(c) Don't try to be too clever.
(d) Don't make a fuss about every little trouble.

(36) Keep your nose to the grindstone.

(a) Keep out of trouble and you will prosper.
(b) Mind your own business.
(c) Don't say too much to strangers.
(d) Keep on working and don't give in.

(37) Can't you kill two birds with one stone?

(a) Can't you do what is usually thought to be impossible?
(b) Can't you manage in this way to gain both your ends?
(c) Aren't you clever enough to hit two birds with one stone?
(d) Can't you use the same weapon twice?

(38) Mr. Smith can hardly keep his head above water.

(a) Mr. Smith is on the point of drowning.
(b) Mr. Smith has done something wrong and is afraid to face it.
(c) Mr. Smith can only just manage to live and keep out of debt.
(d) Mr. Smith can only keep out of mischief with great difficulty.

(39) He runs with the hare and hunts with the hounds.

(a) He always does things the wrong way about.
(b) He belongs to two different racing clubs.
(c) He pretends to be a friend to both sides, so that later on he can join the one that wins.
(d) He is a very clever sportsman.

(40) No doubt he will feather his own nest.

(a) He is not likely to bother others with his private affairs.
(b) I expect he will look after himself and not think very much about any one else.
(c) No doubt he will turn out to be very clever with his hands.
(d) He will probably not want other people to help him.

(41) I paid him back in his own coin.

(a) I paid him back the money I owed him.
(b) I paid him back with the very same coins which he had lent.
(c) I punished him just as he had punished me.
(d) He helped me, so I helped him.

(42) She knows which side her bread is buttered on.

(a) She certainly has good sight.
(b) She is fond of bread, but she prefers both bread and butter.
(c) She knows where her best interests lie.
(d) She knows how to manage a house.

(43) He put his money on the wrong horse.

(a) He could not tell a good horse from a bad horse.
(b) In this instance his judgment was bad.
(c) He did not go to work cautiously.
(d) He never showed much sense.

(44) He said it with his tongue in his cheek.

(a) He spoke indistinctly.
(b) What he said he didn't really mean.
(c) He said what he had to say rather cleverly.
(d) He spoke indistinctly on purpose.

(45) You've got hold of the wrong end of the stick.

(a) You don't understand what I mean.
(b) You don't want to understand me.
(c) You don't appear to know how to hold a stick.
(d) You should avoid what is wrong and do what is right.

(46) You must have got out of bed on the wrong side.

(a) You must have got out of bed on the side farthest from the door.
(b) You probably had to be called several times before you got up.
(c) You appear to be in a bad temper.
(d) You must have got up late and had to run to school.

PROVERBS AND IDIOMS TEST (continued)

(47) He can't see the wood for the trees.

(a) He can't see very far because of obstacles.
(b) He doesn't know how large the wood is because of the trees.
(c) He can't find his way about in a big city.
(d) He bothers too much about little things and neglects the main thing.

(48) One should help a lame dog over a stile.

(a) One should help a blind person to cross the road.
(b) It is cruel to make a lame dog jump over a stile.
(c) One should pity people who are lame.
(d) One should help a person who is in need.

(49) They agreed to bury the hatchet.

(a) They entered into a business partnership.
(b) They agreed to sink their differences and be friends.
(c) They decided to give up the wood-chopping business.
(d) They agreed to attempt the job together.

(50) He will never set the world on fire.

(a) He will never make water burn.
(b) He will never do what others do.
(c) He will never pass his examination.
(d) He will never do anything remarkable.

Norms of Performance*

	BOYS			GIRLS		
Age . .	11-12	12-13	13-14	11-12	12-13	13-14
Score . .	16	20	24	17	22	27

*For one group only; teachers will want to develop their own norms.

These norms were established with students who had not studied proverbs. Santa Clara County teachers might wish to administer the test both before and after lessons on proverbs had been presented.

Average Number of Correct Answers

AGE	BOYS			GIRLS		
	Number Tested in Britain	Average Score	Standard Deviation	Number Tested in Britain	Average Score	Standard Deviation
11-12 years .	352	16.1	6.5	254	17.1	8.4
12-13 years .	356	20.4	8.5	256	21.7	8.8
13-14 years .	365	23.9	9.4	251	27.1	9.0

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To recognize a clearly defined purpose.

To use appropriate examples to clarify meanings.

Experience: Quotations

Select a number of suitable quotations, and mimeograph enough copies for each of your students. The students are to read them silently and then each student explains orally, in detail, the meaning of the quote. (Samples are on the following pages.)

Evaluation:

Taping this activity should prove a good listening evaluative experience.

Other Experiences:

A COLLECTION OF QUOTATIONS ABOUT BOOKS AND READING:

You can look at a book
And better still read it.
A book is a friend
When you happen to need it.
And when you are through
You can still think about it--
So, "Hurray for Books!".
Don't say it, but shout it!

--Elizabeth Coatsworth

'Tis the good reader that makes the good book.

--Ralph Waldo Emerson

When I read a book,---it seems to be alive and talking to me.

--Jonathan Swift

All good books are alike in that they are truer than if they had really happened, and after you are finished reading one, you will feel that all that happened to you and afterwards, it belongs to you; the good and the bad, the ecstasy, the remorse and sorrow, the people and the places, and how the weather was.

--Ernest Hemingway

THE UNWRITTEN COMPACT BETWEEN AUTHOR AND READER: I will tell you a story and I suppose that you will understand it.

--Charles Lamb

He who reads has many teachers.

--Author Unknown

Reading books is getting at minds between covers.

--Pearl S. Buck

You can cover a great deal of country in books.

--Andrew Lang

QUOTATIONS ABOUT BOOKS AND READING (continued):

The two most engaging powers of an author are to make new things familiar and familiar things new.

--Samuel Johnson

When you sell a man a book you don't sell him just twelve ounces of paper and ink and glue--you sell him a whole new life.

--Christopher Morley

Civilized man is a reader.

--Clifton Fadiman

Life being very short, and the quiet hours of it few, we ought to waste none of them in reading valueless books.

--John Ruskin

Good literature continually read for pleasure must, let us hope, do some good to the reader: must quicken his perception though dull, and sharpen his discrimination though blunt, and mellow the rawness of his personal opinions.

--A. E. Housman

One of the primary reasons for learning to read is the pleasure one gets from contact with good books.

--A. Sterl Artley

My book and heart
Must never part.

--New England Primer

There is no substitute for reading.

--Edgar Dale

Resolve to edge in a little reading every day. If you gain but fifteen minutes a day, it will make itself felt at the end of the year.

--Horace Mann

May blessings be upon the head of Cadmus, or the Phoenicians, or whoever invented books.

AND

My books are friends that never fail me.

--Thomas Carlyle

When we are collecting books, we are collecting happiness.

--Vincent Starrett

One ought every day at least, to hear a little song,
read a good poem, see a fine picture, and, if it were possible,
to speak a few reasonable words.

--Goethe

SPEECH OUTLINE

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To use an outline appropriately.

Experience:

After instruction, discussion and practice in organization and outlining of speeches and reports (see outline form on next page), each student gives a report (from 3-5 minutes). This can be correlated with Reading or Social Studies.

1. Speech given (an outline is given to the teacher).

2. Questions from audience.

3. Members of audience attempt to list main points of report. These are turned in each day.

4. The next day the best organized speech is discussed.

Evaluation:

By comparison of outline and students' lists, the audience learns the effectiveness of organization for speaking.

Other Experiences:

A week later--without warning--ask students to write down some of the topics heard the previous week. Discuss. This shows which were effective; class discusses.

SPEECH OUTLINE

I. Introduction

A. Opening: question, story, joke, challenge, quotation, etc.

B. Concern of subject to audience.

C. Purpose of speech.

D. Summary of main points that will be covered.

II. Body

A. First main point

1. Subtopic
   a. Detail
   b. Detail

2. Subtopic
   (repeat as above if necessary)

3. Subtopic

B. Second main point
(repeat as under A if necessary)

C. Third main point
(repeat form shown above and continue with as many main points as are necessary).

III. Conclusion

A. Summary of main points covered in speech.

B. Remind audience of purpose or central idea of message.

C. Closing: question, quotation, story, startling statement, or some other idea to leave with the audience.

TALK TOPICS

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To organize content so that major points are emphasized and minor points or illustrations perform useful and appropriate roles.

Experience: Oral Report

Students are to select a topic they are interested in. They are to prepare an outline of the speech. They are to use visual aids (where possible) and really "sell" their interest to the class. Hobbies are very good topics for this type of report.

Other topics to suggest might be:

When girls should wear makeup
The happiest day of my life
When teen-agers should learn to drive
The best age to be

Evaluation:

The student should prepare some objective questions on the report to measure the listening quality (and also the speaking).

Other Experiences:

Some additional topics for oral reports:-

Is universal language practical?
Do you approve of pay television?
Explain high fidelity and stereophonic sounds
What makes a man great?
Why should we study history?
What about integration of schools?
Discuss the usefulness of vitamins
How can we improve world understanding?
Do you approve of grades?
Is it wise to buy a used car?
What do you think of the techniques of selling on TV?
What recent advances are there in the field of medicine?
What do you think about the styles of today's clothes?

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To plan mentally, to think in advance.

Experience:

Assign a trouble spot likely to be in the news during year to each student. Student's responsibility to keep class informed of developments in his trouble spot. Require that students present their information in their own words, although they may bring in news clippings for a bulletin board or for later reference.

Evaluation:

Other Experiences: "We Predict"

Each Friday, in class discussion, ask which countries will probably be prominent in the news over the week-end. Why? On Monday, in class discussion, see how accurate the main predictions were.

GROUP DISCUSSION, LEADERSHIP

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To pace a presentation appropriately.

Experience:

Students in groups of 5 or 6 select one of the topics listed below.* Each person finds out all he can about the topic. The following day, one person from each group volunteers to be the leader. He introduces his group's topic and begins the discussion. His group volunteers other points as he answers various hands, seeing to it that each one gets a chance to recite. He also reminds students if a point is repeated by their comments.

1. Must be on the subject being discussed.

2. Use of proper English.

3. Depth of comments.

4. Leader must be well informed. He also makes a short summary; hence, he gets more credit.

Evaluation:

Each student formulates either one good discussion or two objective questions as part of his homework. Then before class discussion, each group decides on one good discussion or two objective questions, and hands them to the teacher. The class is tested on these questions.

Other Experiences:

*Suggested topics:

Do you believe in flying saucers?
What do you know about plastic surgery?
Explain the different types of music.
What would you do if you were surprised by a band of cannibals?
How has Walt Disney influenced our world?
How can your school be improved?
Should mothers work?
Should lie detectors be fully accepted?

EXTEMPORANEOUS - TOPIC LIST

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To stick to a subject and make progress with that subject.

Experience:

Prepare a number of slips of paper from Suggested Topics list on next pages. These are placed in a box to be drawn out. Two chairs are placed in front of the room and two students chosen to sit there:

1.	2.
X	X

Number 1 draws a subject from the box and has one (or 2) minutes to think how he can limit it and speak for one minute. Before the M.C. calls on him, he also selects another member of the class to come up to sit in #2's place, as #2 will move over to #1's chair when #1 gets up to speak. When #1 gets up to speak, #2 selects a topic from the box and is ready when #1 is through. Two students "run" the show--one is M.C., and one holds the box of topics to offer to the next speaker.

Evaluation:

Use self-evaluation and/or class evaluation.

Other Experiences:

For a low group: use cartoons from magazines -- (without captions). Students tell story leading up to their own "punch line."

Old Saturday Evening Post covers work well with above average and average students.

SUGGESTED TOPICS FOR SPEECH PRESENTATIONS

1. Traveling Abroad
2. If I Always Told the Truth
3. How to Lose Friends
4. Should Mothers Work?
5. Weeds Are Beautiful
6. Flying Saucer Believer
7. Brain Washing
8. Women Drivers
9. Having Younger Brothers
10. Having Older Sisters
11. What Makes a Man Great?
12. How Color Affects Me
13. Fat People
14. A Letter to My Alarm Clock
15. The Lie Detector and Me
16. If I Ever Met a Cannibal
17. A Tall Story
18. What Does My Dog Think of Me?
19. I'm an Only Child!
20. What Insect I Should Like to Be For a Day
21. What Animal I Should Like to Be For a Day
22. On Being Teased
23. The Fun of Being Sick
24. On Cutting Class
25. How to Pack a Suitcase

26. Chased by a Mad Dog

27. Stuck in the Mud

28. What Is a True Sport?

29. The Importance of a Thermos Bottle

30. My Worst Bad Habit

31. Judging Character by Personal Appearance

32. My Favorite Comic Strip

33. When Is Slang Undesirable?

34. When Not to Laugh

35. What Would I Do With a Million Dollars?

36. What Are Clichés?

37. Talking to Some Person You Know You Cannot Recall

38. Visiting a Friend in a Hospital

39. Carrying on a Conversation With a Silent Dinner Partner

40. Receiving a Strange Message Over the Telephone

41. The Time I Tried to Use a New Word

42. What Is Library Etiquette?

43. How to Get Out of Cutting the Lawn (Washing Dishes)

44. How Not to Study

45. How Our School Can Be Improved

46. Taking an Imaginary Trip to _____

47. Magazine Covers Today

48. An Old-Fashioned Kitchen

49. A Lady Barber

50. Hibernation

51. What I Think About the Doctor's Office

52. Describing My Favorite Class

53. A Cat and a Dog on the School Grounds

54. The Art of Killing Time

55. Women Should Propose

56. The Advantages of Conceit

57. Looking Backwards

58. Old Maid Aunts

59. The Invention of the Zipper

60. Discription of My Dream Car

61. Interesting and Unusual Restaurants

62. Movies Are Better Than Ever

63. Should There Be Homework?

64. Should Women Be Paid the Same Wages As Men?

65. Peculiar Customs

66. Solution for Those People Who Are Always Worrying

67. My Pet Peeves

68. The Pitfalls of Gossip

69. What About Tipping?

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To give adequate oral directions.

Experience:

One student is the speaker; the other is a working partner who carries out his instructions. Choose the listener at the last moment, when the speaker is already on his feet and ready to start. The partner is told to make no move unless it is clearly and completely described for him by the speaker. The speaker, on the other hand, prepares his instructions in advance. He breaks down the process into steps and analyzes each step carefully, trying to describe it in words which will be clear to his partner. The speaker can't say, "Pick up that piece and insert it in the other." He must choose his words with great care and limit them to a single context so that his partner knows exactly what piece is intended, what steps are needed to pick it up, and how it is to be inserted.

The teacher should demonstrate the exercise first, preferably by acting as the partner for some impromptu speaker so that he can show the class that the partner must, by being uncooperative, force the speaker to give him accurate verbal signals. For example, untie a necktie and ask for a volunteer to tell how to get it tied again. The first reaction is, "This is a cinch." However, this experience proves to be quite difficult. In fact, the entire exercise is so difficult that it is advisable to have each student repeat it.

Evaluation:

How well the partner performs is a good evaluation of the student's directions.

Other Experiences: "Working Partner" - Oral Presentation

Each student picks a "working partner." They choose and prepare for oral presentation a situation where BOTH take <u>active part</u>.

(1)	Salesman	(1)	Presenting a complaint
(2)	Customer	(2)	Store
(1)	Applicant for job	(1)	Teacher
(2)	Personnel manager	(2)	Student

.....student's choice, etc.

"HAPPINESS IS...."

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To use appropriate examples and analogies to clarify meanings.

Experience: WHAT IS WHAT?

Talk about comic strip "Peanuts" and Schultz's Happiness Is a Warm Puppy.

Hand out dittoed sheets giving some examples of what is happiness, frustration, humiliation, etc.

Use words given in class vocabulary work.

Students use dictionary to find definitions and then write and tell some of their own "What Is What?" for words.

FRUSTRATION is making a touchdown and having the umpire call it back because of a penalty.

SUPERIORITY is getting the only A in the class.

INFERIORITY is being the last one chosen for a team.

REJECTION is not being invited to a party when your friends are.

Evaluation:

Now, you write or tell some of your own "What Are What's?" for the following words:

HAPPINESS

SECURITY

SATISFACTION

DEJECTION

Other Experiences:

WHAT IS WHAT?:

Examples of Student Responses

VANITY is crowding size 9 feet into size 7 shoes.

SECURITY is having your report ready a week before it's due.

HUMILIATION is giving the teacher an apple with a worm in it.

FRUSTRATION is losing your last dime in a candy machine.

FRUSTRATION is having ten seconds to get to class and your locker won't open.

FRUSTRATION is missing honor roll by one point.

INFERIORITY is being shorter than your girl dancing partner.

SATISFACTION is being able to eat what you make in cooking class.

SUPERIORITY is having a basketball uniform that fits.

HUMILIATION is being introduced as the baby of the family.

SECURITY is a lock on your diary.

DEJECTION is breaking a window and having to tell your folks.

HUMILIATION is singing off-key in the choir.

SECURITY is having a steady boy-friend.

EXTEMPORANEOUS, DEFINE AND DEFEND

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To have a clearly defined purpose.

Experience: Speaking Extemporaneously

Speaking Assignment - Teacher Suggests:

"Read an assigned article. When you have finished, make a few notes on whether you agree with the writer and why. Be prepared to state your case. (References might be newspapers, magazines, anthologies.)

Listening Assignment:

Listen to find out points of agreement with and differences from your reaction. Note these and also new ideas that occur to you as you listen. Be prepared to question."

Evaluation:

Compare the points of the listeners to those of the speakers.

Other Experiences:

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To organize content so that major points are emphasized and minor points or illustrations perform useful and appropriate roles.

Experience: Recommending a TV Program

Speaking Assignment - Teacher Suggests:

"Choose some television program that you believe others would enjoy. Be prepared to give reasons for your choice. Specify a time limit.

Listening Assignment:

Listen to discuss these questions: What reasons were given for choosing the program? Would you add others for or against listening to this program? What other programs do you think the speaker would like?"

Evaluation:

Compare the reasons given by the speaker to those taken down by the listeners.

Other Experiences:

POETRY, INITIATION

MAJOR GOAL:

To Organize the Content of Oral Language

Major Skill:

CLASSROOM EXPERIENCE

Major Skill:

To organize content into poetic structure.

To follow directions.

Experience:

Teacher and students, using the following sequence, develop a poem together on blackboard.

1. Write a noun.
2. Choose two adjectives describing line one. (Or one adjective and one noun.)
3. Three words showing action. (Example, one verb and two adverbs.)
4. Four words showing your feeling about the noun.
5. One word -- similar to the noun.

Samples

Frost
Lacy fingers
Frosting lightly, delicately
Trees dressed in white
Lace

Fright
Terrifying force
Madly pushing, pulling
Pushing me over edge (the world is flat)
Terror

Stallion
Rippling muscles
Wildly, furiously running
Heart in my throat
Freedom

Evaluation:

Discuss independent results with the class. Look for and discuss positive results.

Other Experiences:

1. Partners may work together, using the above sequence, and develop a poem together.

2. The lesson may be done as an independent written experience.

3. Build toward Haiku.

MAJOR GOAL:

To Organize the Content of Oral Language in Relation to Purpose and Listener

CLASSROOM EXPERIENCE

Major Skill:

To organize content so that major points are emphasized and minor points or illustrations perform useful and appropriate roles.

Experience: Telling and Reading a Story

Speaking Assignment:

Choose a favorite short story among those you have read this term. Select from it excerpts that you consider worth reading aloud. Be prepared to summarize the story briefly and to read the excerpts as they fit into your summary.

Listening Assignment:
(Listen in terms of these questions):-

How did the excerpts chosen make the story come alive?
How did the way these excerpts were read add to their interest?
Do you think you would like to read the story for yourself? Why?

Organization:

Class divided into three groups--differing in listening assignment. First group would keep the attention or the effectiveness with which the excerpts had been chosen. Second group would be alert to note effectiveness of interpretation in the reading. Third group would be evaluating the choice of story and general effectiveness of preparation and presentation.

Evaluation:

Evaluate orally with the listening assignment serving as a check on the speaking assignment.

Other Experiences:

CLASSROOM EXPERIENCES

for Major Goal II

To speak easily, expressively and effectively in a variety of situations.

Research indicates:

"Because a beginning student finds physical restrictions, he may need to get rid of excess energy through oral expression. If an outlet is found in language, he will settle down and enjoy the mental and linguistic activities of the classroom."

"The student needs language for communication to gain favorable responses from those around him."

. . . . . .

"Competence in the spoken language appears to be a necessary base for competence in writing and reading."

--Walter D. Loban

BROADCASTING

MAJOR GOAL:

To Speak Easily, Expressively, and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To achieve a reasonably fluent manner free from unnatural pauses on the one hand and distracting glibness on the other hand.

To tell an incident with proper timing, sequence and climax.

Experience: Oral Activity - News Broadcast

Divide the class into five or six groups. Be sure the groups are acquainted with group procedures. Have each group choose a "chief announcer" who will be responsible for dividing up the assignments within his group.

The members of each group will prepare a news script for their particular assignment--sports, social affairs, fashions, assemblies, announcements, foreign news, national news, etc. This should be a 5 or 10 minute presentation.

Variety:

It it is one assignment, each group will give its presentation on a certain day.

This can be a continuous assignment in which each group is assigned a different day or week.

Evaluation:

The "Chief Announcer" should preside and introduce each of the other members of the team in the manner of a regular announcer; i.e., "And the flash news with Hector Snoop."

If possible, the teacher should check the script before the presentation.

Other Experiences: Follow-Up Listening Skill:

You might want to tape record some of the news telecasts. Class will act as an audience. Review elements of voice and ask students to be ready to do three things while the tape is being played:

Make list of words they think were mispronounced.
Check their own voices.
Rate each group as a group to see which one the class feels had the best newscast.

MAJOR GOAL:

To Speak Easily, Expressively, and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To get and maintain listener's attention.

Experience:

Create a sense of pride in cleanliness of building and grounds.

Ask a group of students to interview the custodian* regarding: heating, ventilation, cleaning, electrical systems, gardening.

Students give talks showing appreciation. Best ones can go to other rooms to give talks to encourage students to show appreciation for contribution of custodian, etc.

Evaluation:

Other Experiences:

* School secretary, nurse, principal, counselor, vice-principal, cook, etc., may be interviewed.

ROLE PLAYING

MAJOR GOAL:

To Speak Easily, Expressively, and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To be aware of the range of formality in language and to use language appropriate to the situation.

*Experience: Teacher Suggests:

"Role-play situations in which you tell the same event to:

your best friend
a person you've just met
your father
your grandmother
your five-year-old brother or sister
your class, as part of an oral report
your employer.

Learn the differences between the following language levels of usage:

illiterate or nonstandard
homely or sectional
informal standard English
formal standard English
literary English.

In your literature anthology, find examples of language at each of these levels.

Choose a brief passage in your anthology, and "translate" it into two other language levels.

Choose a topic, and write three brief paragraphs about it--each paragraph in language of a different usage level."

Evaluation:

Other Experiences:

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MAJOR GOAL:

To Speak Easily, Expressively, and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To develop vocabulary.

To think on one's feet and to organize quickly.

Experience:

Explain to students that each one is to try to introduce new words and their meanings (adjectives and nouns to begin) in class. When anyone learns a new adjective or noun, he tells it to the class and tells its meaning, then uses it in a sentence and prints the word on a 3 x 5 card.

Each adjective or noun card is placed in either the adjective or noun box. One day each week, let a student or two draw one word from each box, and use these two words correctly in the same sentence.

Evaluation:

Class evaluates the sentences to see if they are meaningful.

Other Experiences:

STORYTELLING, RESOURCES

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To tell a story or incident with proper timing, sequence and climax.

To develop an appreciation of our heritage.

To develop humor, imagination.

Experience:

Before beginning a storytelling activity, both pupils and teacher should read at least one of the following:

Tooze, Ruth	Storytelling	Prentice-Hall
Sawyer, Ruth	The Way of a Storyteller	Viking
Shedlock, Marie	The Art of Storytelling	Appleton
Bryant, Sara Cone	How to Tell Stories to Children	Houghton
Mitchell, Lucy	Here and Now Story Book	Dutton
The World Book Encyclopedia	"Storytelling"	
Compton's Encyc.	"Storytelling"	

Questions to guide reading:

How did storytelling begin?
Why does man need stories?
What makes a good storyteller?
How do you tell a story?
What makes a story good to tell?
Begin looking for books of stories; notice the wealth of material.

(Several discussion periods will be needed to cover these questions. Each question should be discussed by a different group of pupils.)

Evaluation:

SAMPLE OUTLINE FOR STORYTELLING:

I. THE HERITAGE

A. How It Began

B. Human Needs Fulfilled by Storytelling

C. World Sources of Stories

II. THE TELLER

A. Qualities the Teller Needs

B. Skills to Develop

C. Building a Background

III. WHAT MAKES A STORY GOOD TO TELL?

A. Plot

B. Style

C. Characters

D. Setting

E. Atmosphere

F. Psychological Factors

G. Human Needs

(Several discussion periods will be needed to develop this outline.)

(All three topics of the outline lend themselves well to panel discussion.)

STORYTELLING, STANDARDS

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To tell a story before a group.

To provide for wholesome audience situations.

The junior high school pupil with his constant demand for attention and deep need for recognition may be guided into storytelling to help meet these needs. The pupil doubles his enjoyment of experiences he has had, movies he has seen, books he has read, radio and television programs he has heard, by telling others about them. All but the most timid find satisfaction in sharing their creativity. When one period a week is given to storytelling, the project may take a number of weeks. One period will be time enough for only a few stories.

Experience:

Discuss these standards:-

Choose a good title.
Choose a good beginning sentence.
Who, what, where, when are often important.
Keep the audience guessing.
Tell things in order (sequence).
Leave out unnecessary detail.
Use vivid words.
Use conversation.
Stop very soon after the climax.

Encourage pupils to tell a story based on an experience, a movie, a television or radio program, a picture or scene.

Evaluation:

During the storytelling period, write on the board a few goals. After the pupil finishes telling his story, discuss these points, asking which goals were reached. It is good in a check-up to place emphasis on the criteria observed. Failures must not be brought out too obviously. For the sake of improvement and observance at a later time, however, the teacher can quietly say, "Next time we will try to remember this point" -- and he states it. The pupil may make a note of it or do something to bring it clearly to his mind. Pupil judgment should be kept kind and helpful by directing comments with "Which advice did he follow? or "Point out things he did well."

(see next page)

Other Experiences:

Tell the class a story and have pupils change the ending.

Begin a story. Select different members of the class to continue it.

Have pupils develop a story from a simple beginning written on the chalkboard.

Introduce written narrative in a similar way.

Characters from a story may be listed on the board. Ask pupils to write original stories using these characters. Then have them tell their stories in class. If any pupil has difficulty in writing a story, permit him to bypass the written lesson and tell his tale without first writing it.

CHARACTER SKETCHES

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To be aware of the range of formality in language and to use language appropriate to the situation.

To be able to take part in dramatics, expressing one's lines naturally.

Experience:

Students develop character sketches and personalities from character types which have been listed on the chalkboard:

Weak old man
Strong war hero
Simple country girl
Southern gentleman

These are given orally and the class guesses the type of character being presented.

Evaluation:

Other Experiences:

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To use descriptive words.

Experience: **Teacher Suggests:**

"Choose a descriptive word for each letter of your name. The descriptive words should describe the person.

Here is one student's idea:

M ighty, mean
I ntelligent
C heerful
H onest, healthy
A ble, ambitious, amiable
E expert
L aughable, likable."

Evaluation:

Evaluate as a class.

Other Experiences:

This experience may be done orally or in writing.

Before class begins, fill several paper sacks with an odd assortment of objects. Ask individual to put hand in sack and describe unknown contents to class. Class guesses.

Another time, have students pretend they are orally describing something to a blind person. A list of suggested things might be given, such as describing a ghost town, a warehouse fire, a festival parade, or a foreign car race. Listeners close eyes.

PANTOMIMES

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To adjust voice and manner to situation, using sufficient volume of voice and suitable gestures.

Experience:

Give the students some simple pantomines. Have them act out, using gestures and differing tones of voice as necessary.

1. The houses were completely destroyed by the storm.
2. The car chugged slowly up the mountain road.
3. We looked out over the prairie as far as we could see.
4. He pushed against the door, but to no avail.
5. To whom can we turn?
6. Get out!
7. We dragged ourselves up the stairs.
8. Come here, you!
9. This applies to you!
10. You'll get yours!
11. I'm not going to tell you again!
12. Shut up!
13. Go straight for two more blocks and then turn left.
14. He was always smiling.
15. Ahoy, there!
16. He reached for his gun.
17. "Strike one," said the umpire.
18. You're out!
19. Stick 'em up!
20. He made like an Indian scout.
21. There are three things I don't like: beans, peas and sauerkraut.
22. Watch out! There's a rattler.
23. Open. 'Tis I, the King.
24. Glad to see you again! Shake!
25. So long!
26. He hit me right in the nose.
27. Sh! Here comes the teacher.

Evaluation:

Use group evaluation through discussion to determine if the action really began to live.

Other Experiences:

Read parts in a play. Let boys read girls' parts and girls read boys' parts.

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To "think on one's feet" rather than to panic or be unable to examine the challenges or ideas arising from the situation.

Experience: Table Topics

One person is selected to ask a question which would elicit an opinion. Thus the question must contain some background. For example:

1. What do you think about TV on week nights?

2. What would you do if you were babysitting and the adults didn't pay you?

Procedure

Divide the class into three groups: A, B, and C. A person is chosen from Group A to ask the question; a person is chosen from Group B to answer the question; and a person is chosen from Group C to evaluate both the question and the answer.

Evaluation:

The speaker is to stand up when called upon; he is to avoid "well-ah's", "they's" without definite antecedents (such as, "They said to do it"), and other speech errors. The evaluator doesn't evaluate the content, only the organization of the speech, the voice control and emphasis.

Other Experiences:

A second way to adapt "Table Topics" to the classroom is to have the students in the class make up questions such as described above; then the teacher calls upon various students to answer the questions. This method requires less time.

Sample questions:

Why is the sky blue?
Why do we get angry?

Other ideas -

What does this word bring to mind?
Don't!
Ouch!
Look Out!

FILM INTERPRETATION

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To get and maintain listeners' attention.

To adjust voice and manner to the situation, using sufficient volume of voice and suitable gestures.

To speak in complete sentences.

To enunciate clearly.

Experience:

Show the film, The Hunter and the Forest, M-2174. Before viewing, ask students to be prepared to express in an oral paragraph the thougnts of the hunter.

Divide into small groups of 5-6, and let each group select a chairman. Each group hears the oral paragraph of each person and reacts to the ideas.

Evaluation:

Other Experiences:

Show the film, The Adventures of the *, M-2466. Discuss film.

Before showing, ask students to view the film to interpret the main message. What does the film mean?

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To think on one's feet.

Experience:

Select a topic for debate, assign research pro and con, and derive a panel evenly divided--perhaps according to the number of research cards produced. The chairman can also be chosen as the best researcher or in a similar manner. Hold a panel debate in class and have the class judge the debate.

Pro and Con Topics:

Should foreign language be taught in the elementary school?

Should boxing be outlawed?

What about tipping?

What's wrong with the comics?*

Evaluation:

Other Experiences:

Select a panel to meet with another class for further debate--members of the classes can be combined to judge the debate.

*Efficient Reading, James Brown. D. C. Heath

RADIO PLAY

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill: To be able to take part in dramatics.

Experience: Introduce Dicken's "Christmas Carol" -- background on writer, time, and purpose.

Assign parts and read as a radio play.

Assign sound effects to prepare for recording.

Spend adequate time reassigning parts and scheduling sound effects. Practice some parts.

Tape record the entire radio play with sound effects.

Play back the tape for group and other classes.

Stress (climaxing oral unit):

Enunciation
Pronunciation
Poise
Loudness
Oral expression
Avoiding pauses such as "ah" and "um."

Evaluation:

Class evaluates tape recording.

Other Experiences:

MAJOR GOAL:

To Speak Easily, Expressively and Effectively in a Variety of Situations

CLASSROOM EXPERIENCE

Major Skill:

To get and maintain listeners' attention.

Experience: Newspaper Headline Awareness

Cut out a number of articles from newspapers, using a variety of interests. Each student should have an article. Ask each student to fold back his headline. After each one has read his article silently, select one student at a time to read his article orally. The students listening are to supply the missing headlines. When the answer resembles the printed headline, have the student read it aloud--then choose another student to read the article he has been given.

Evaluation:

Other Experiences:

Read various headlines to the class, and have members try to figure out what the article is concerned about from the clues given. You might want to add another clue, if the answer seems difficult.

CLASSROOM EXPERIENCES

for Major Goal III

To participate effectively in democratic discussion procedures.

Research indicates:

"Training in discussion techniques has been shown to produce significant development of open-mindedness."

. . . . . .

"If the teacher wants self-expression, she must operate in a climate of individual approval. Research studies attest to constructive teaching as a means of fostering creativity."

--What Research Says to the Teacher, NEA.

CONVERSATION

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To improve conversational techniques.

Experience:

Divide into small groups of about five each. Each group chooses a topic for conversation. The topic is discussed and recorded and reported back to whole class.

Sample topic:

Topic chosen by small group:- Talking in Class
The following notes were taken by one group -

"Talking
Talking quietly in class - to certain extent.
Have a good reason to talk.

Listening
When someone is in the front, give attention; but the teacher should not interrupt the class when working. Should write what she has to say on board.

Courtesy
She should be as courteous to us as she would like us to be to her. (Teacher's comment: "Agree.")

We, the class, should be as courteous to her as we would like her to be to us.

Fair Play
The teacher should not punish the whole class for a couple of kids' crime."

Evaluation:

Evaluate by the small group to the total class. Have total class evaluate the oral report of each small group.

Other Experiences:

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To cleave to the heart of the matter in discussion, panels, and group work.

To detect basic assumptions and the differences between relevant and irrelevant ideas.

Experience:

Discuss the differences of the three items listed below. Set up committees within the classroom. Have students, after small group discussion, illustrate the difference between:

Discussion and conversation

Fact and opinion

Interpretation and disagreement

Evaluation:

Other Experiences:

POINT OF VIEW

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To recognize opinions.

To recognize facts.

To recognize persuasion.

Experience:*

A. Point of view affects the language that we use and may even affect our non-verbal activities:

1. Collect photographs of objects to show the class. Note how the photographer reports what he sees from a point of view. He may take the picture from above or below the object. He may photograph only a small part of the object. Discuss these questions:

a. Does the angle from which the picture was taken distort the object?

b. Does the picture report only a few facts about the object?

c. Is the object distorted in the picture so as to create an effect?

2. Find examples in anthologies of the way in which different writers describe similar people, scenes, events. Compare and contrast the selections.

3. Assume there are three persons--"I," "HE," or "SHE," and "YOU." Treat "I" with tact; handle "HE" or "SHE" honestly and frankly; speak to "YOU" rudely or insultingly. Pattern your own grouping after the several listed below.

a. I am slender.
You are thin.
He is skinny.

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(see next page)

b. I am firm.
You are obstinate.
He is stubborn.

c. I don't dance very well.
You...
He...

d. I am a trifle overweight.
You...
She...

e. Naturally I use a little makeup.
You...
She...

f. I collect rare old objects of art.
You...
He...

g. I don't claim to know all the answers.
You...
He...

OPINION, DIVERSITY OF

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To develop respect for diversity of opinion, learning to welcome differences of opinion because such differences motivate thought and help in the search for wise decisions.

Experience: Conversing

Speaking Assignment - Teacher Suggests:

"Working in pairs, plan to have an experience in common--read the same article, story, or book; listen to the same radio or television program; etc. Plan to discuss this experience before the class. Do not rehearse it so much as plan to cover what you think would be the major features about which you would want to find out the other person's opinion or reaction.

Listening Assignment: Listen for these points -

Ways the partners help one another develop ideas more fully, recall ideas, etc.

Differences in points of view between the two.

Other angles you would have been interested in hearing them discuss.

Differences in the way you think you would have reacted to the same experience."

Evaluation:

Have the listeners evaluate orally how well the two students fulfilled their assignment. The listening assignment will serve as an evaluation.

Other Experiences:

GROUP DISCUSSION

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To differ without rancor.

Experience:

Divide into small groups. Discuss whether our Indians have been fairly treated by our government. Discuss whether we are really free. Discuss which age is the best age to be.

Evaluation:

Let each group present an oral summary--judge which group had the most persuasive points.

Other Experiences:

Teacher Suggests:

"Would students behavior be improved if boys wore suits and ties and girls dressed in a less casual manner?

Should the school day (year) be lengthened to provide more experiences for students?"

PANEL DISCUSSION

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To participate as an effective member of a panel or group presenting a report or a planned discussion.

Experience: The Panel Discussion

When one-minute talks involve serious problems, it might be well for us to suggest a panel discussion to precede the talks. Panel discussions are becoming increasingly popular as a means of opening to the class diverse and contradictory opinions about fundamental experience. After six or seven members of the class have spoken in a panel discussion, it is much easier for us to assign one-minute talks for the whole class. A discussion of family problems might be opened with single sentences spoken by various members of the class. We may even suggest openings to single sentences, like the following:

The main problem in my family is.....
My dad is jolly when.....
Every Sunday afternoon.....
A special time in our family is.....
At the dinner table.....
In my family we always have fun when.....
I like the Peace Corps because.....

Evaluation:

Evaluate these points:

Preparation
Originality
Vocabulary
Presentation
Voice
Pronunciation
Audience Reaction
Interest
Courtesy

Other Experiences:

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To handle business meeting procedures and parliamentary procedures.

Experience:

Choose various parts from the following Parliamentary Procedure Outline. Discuss the function of each person. Choose an issue for business discussion, etc. Use role-playing technique.

Parliamentary Procedure

1. Officers:
   a. Chairman or president
   b. Secretary
   c. Treasurer

2. Program:
   a. Call meeting to order
   b. Read minutes; ask for corrections
   c. Report of committees
   d. Old or unfinished business
   e. Announcements
   f. New business
   g. Adjournment

3. Making a motion:
   a. Rise and address the chair. (Mr. Chairman)
   b. Chairman recognizes the member. (John Green)
   c. Member proposes motion. (I move that.....)
   d. Another member seconds the motion.
   e. The chairman repeats the motion to the group. (It has been moved and seconded that.....)
   f. Discussion of the motion by the group.
   g. The chairman states the question. (Are you ready for the question?)
   h. Some members say, "Question."
   i. The chairman asks for a vote. (All those in favor say, "Aye." All opposed, "No.")
   j. The chairman announces the result of the vote. (The motion is carried or defeated.)

Evaluation:

Evaluate the results in a class discussion.

Other Experiences:

PANEL DISCUSSION, QUESTIONS

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To participate as an effective member of a panel or group presenting a report or a planned discussion.

Experience: Panel Discussion (For example: "Animal Life," by George Waldeck)

Basic Questions for discussion:

1. What is nature, to you? Did nature, itself, present obstacles to the animals in these stories?
2. Do you feel these authors captured the romance and excitement of the animals they write about? How?
3. Was there a mutual relationship between the humans and animals? What kind of relationship?
4. What is beauty, to you? Was beauty portrayed by the animals?
5. Does captivity take an animal's freedom away?
6. Do animals give allegiance to people?
7. Were these animals afraid? Were any of the people in these stories afraid? Is an animal's fear different from a person's fear?
8. How do animals learn? How do people learn?
9. Can animals display the human quality of tenderness?
10. Is man or animal smarter?
11. Can you respect an enemy?
12. What does an animal do to win the title of "King of Beasts"?
13. Were these animals confident of their own prowess?
14. Even though they were cunning, was there anything left to learn? Does learning ever stop?
15. Can you be intelligent and yet ignorant? Can an animal be intelligent (cunning) and yet ignorant?

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To differ without rancor.
To gain ability to get to the point.
To develop respect for opinion.
To show courtesy.
To retreat gracefully.
To speak freely.
To terminate effectively.
To participate as a member of a group.

Experience:

Divide into groups of 5-8 students for discussion of Respect. Use attached discussion sheet.

Evaluation:

Evaluate completed discussion sheet.

Other Experiences:

Similar lessons may be developed with these topics:

Self-discipline
Fair play
Ambition
Authority

(see next page)

Discussion Sheet:

SUBJECT: RESPECT

GROUP MEMBERS

_____

_____ CHAIRMAN_____

_____ SECRETARY_____

_____

_____

1. Describe briefly your discussion of what respect is:_____

2. What respect do you feel is necessary in your school life?_____

3. What respect do you feel is necessary in your home life?_____

4. What respect do you feel is necessary in your social life?_____

5. Do you feel that people should earn the respect that you give them? In what manner do you feel that they can express this?_____

6. Does age necessarily deserve respect?_____

7. Discuss the people you believe deserve your respect:_____

RESPONSIBILITY

After using the discussion guide on "Respect" on page 110, the students discussed other qualities. They then used their groups to develop their own guides such as this one.

1. At what age do you believe a child should assume some type of responsibility?

2. What responsibility should a student be expected to assume at school?

3. Do you, personally, have a responsibility that is entirely yours?

4. Aside from the usual demands of family life, do you feel that a person your age should assume some sort of home responsibility?

5. What type of person do you consider capable of handling responsibility?

6. In any future work that you are considering, will there be some kind of responsibility? Explain.

7. Do you feel confident in your own abilities when responsibility is given to you?

8. Do you believe that people must be given responsibility to feel important?

9. Would you feel completely responsible if you were suddenly faced with making your own decisions?

DISCUSSION, EVALUATION CODE

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

CLASSROOM EXPERIENCE

Major Skill:

To improve thinking skills which underlie effective listening and speaking.

Experience:

Tape record a ten minute discussion among six to eight students Play the recording, stopping after each contribution for the group to identify the response using the categories listed below. Each pupil could keep a record of his own contributions.

Repeat this activity periodically. Compare each pupil's performance with his previous ratings as a basis for evaluating growth.

This activity is not only a valuable evaluation device. Properly used, it should also improve the thinking skills of pupils by (1) making them aware of different kinds of thinking, (2) helping them analyze their own thinking processes as well as those of their classmates, and (3) helping them realize the kinds of thinking deemed important.

Evaluation:

Compare ratings from the beginning of the year to the end on an individual basis to see if personal growth has taken place.

Compare ratings of entire class to see the growth by the group as a whole.

Identify individual and group weaknesses for further work.

Other Experiences:

A System of Symbols for Evaluating a Discussion*

T+	keeping to the topic	T-	not keeping to the topic
P+	being polite, courteous	P-	not being polite
I+	giving ideas of high quality, as well as facts, evidence, sources, and illustrations	I-	no facts or evidence
H+	suggesting an hypothesis to test		
E+	using exact, precise language	E-	vague, unclear words
J+	presenting judgments or decisions carefully made, according to standards or consensus	J-	snap judgments
R+	being able to back up a judgment with supporting reasons		
Q+	asking related, thought-provoking questions		

(Do not overwhelm students with the symbols. Build up to the full use of them. Start with a few and then add several more over a period of time as these activities are repeated.)

*Lundsteen, Sara W., "Procedures for Teaching Critical Reading and Listening," Ginn and Company Contributions in Reading, No. 34, 1964.

GROUP DISCUSSION PROCEDURES

MAJOR GOAL:

To Participate Effectively in Democratic Discussion Procedures

Effective Procedures for the Teacher:

In order for pupils to participate effectively in a group discussion, the teacher must create an environment conducive to a successful experience. The following procedures have been found effective in developing good classroom discussions.

1. Arrange the seating so that each participant can see everyone else.

2. Encourage contributions to be made spontaneously without raising hands for recognition.

3. Encourage interaction between pupil and pupil and avoid having each contribution "filtered" through the teacher.

4. Play the role of a participant rather than that of discussion leader and evaluator. Only in this way can pupils begin to grow in their abilities to evaluate the thinking of others.

5. Accept all contributions whether or not you agree with them personally. (This does not preclude asking the speaker to support his ideas with evidence.)

6. Encourage respectful and honest differences of opinion.

7. As problems arise (i.e., several pupils talking at once or a few people monopolizing the time), stop briefly to supply ground rules to keep the discussion moving.

8. Vary the size of the group from the total class to groups of four to six since some pupils perform well only in the small group situation.

9. Be prepared for slow progress by pupils who have not previously participated in this type discussion.

Evaluation:

Spend the last few minutes of the discussion period having students analyze the positive and negative features of the discussion. List two or three pupil suggestions for improving the next discussion. Before the next discussion, review the suggestions and use these as the objectives for improving the current discussion.

CLASSROOM EXPERIENCES

for Major Goal IV

To use standard informal English in situations requiring the accepted conventions of spoken language.

Research indicates:

"Since formal instruction in grammar--whether linguistic or traditional--seems to be an ineffective method of improving expression at this level of development, one can conclude that elementary pupils need many opportunities to grapple with their own thought in situations where they have someone to whom they wish to communicate successfully."

--The Language of Elementary School Children, Walter D. Loban, NCTE, 1963.

USAGE-ORAL PRACTICE

MAJOR GOAL:

To Use Standard Informal English in Situations Requiring the Accepted Conventions of Spoken Language

CLASSROOM EXPERIENCE

Major Skill:

To recognize the difference between important standard and non-standard usages.

Experience:

Read orally correct and incorrect use of the pronoun following the verb. The students put a + on the paper if the usage is correct, or a 0 if the usage is incorrect. Answers should be checked immediately. With difficult ones, teacher should re-read the sentence correctly with the students repeating in chorus.

Evaluation:

Repeat procedure until students are able to distinguish between correct and incorrect oral usage.

Other Experiences:

Read orally any of the following sentences. Read some correctly and some incorrectly. Follow the same procedure as above.

ERRORS TO BE ATTACKED FOR ELIMINATION IN THE JUNIOR HIGH SCHOOLS[1]

1. Pronouns
   a. Case forms
      (1) Him (her) and me went.
      (2) It was him, her, them.
      (3) Will you wait for John and I?
      (4) Did you see her and I?
      (5) Let him and I do the work.
      (6) Us boys want to go.
      (7) She invited we girls to the party.
      (8) This is the man which did the work.

[1]Pooley, George, Teaching English Usage; Appleton, pp. 194-195.

ERRORS TO BE ATTACKED FOR ELIMINATION IN THE JUNIOR HIGH SCHOOLS (continued)

2. Verbs
   a. Principal parts
      (1) He ask me to go (other -ed forms)
      (2) They have ate all the melon.
      (3) He has began to read the book.
      (4) We begun the work at three o'clock.
      (5) I have broke my pencil.
      (6) I brung my lunch.
      (7) My pencil is busted.
      (8) He has came here before.
      (9) He done the work well.
      (10) I have drank all the milk.
      (11) I drunk it all.
      (12) She give me the picture.
      (13) The bell has rang.
      (14) He run all the way.
      (15) Then he came to me and says....
      (16) He seen the accident.
      (17) My dress is tore.
      (18) The boys have went home.
      (19) My dress is wore out.
      (20) I have wrote two letters.
   b. Agreement with subject
      (1) Her hair are long.
      (2) One of the books are lost.
      (3) Each of the books are interesting.
      (4) He don't play tennis.
      (5) There is two holidays this month.
   c. Miscellaneous
      (1) Jim ain't here now.
      (2) Please borrow me a pencil.
      (3) If he had of come, he would have built the fire.
      (4) You had ought (you'd ought) to do that.
      (5) He laid in the shade, was laying in the shade, wants to lay in the shade.
      (6) Learn us a new game.
      (7) Leave me see the butterfly.
      (8) Set in this chair; he set in this chair, has set in this chair, etc.
3. Adjectives and adverbs
   a. Is he eating a apple?
   b. He writes good.
   c. This here book is mine.
   d. That there one is yours.
   e. Do you know them boys?
   f. I don't like these kind (those kind, or sort) of stories.
4. Double negatives
   a. He hasn't neither book.
   b. Haven't you never been to Chicago?
   c. Jane hasn't no pen.
   d. I haven't nothing to do.
5. Miscellaneous
   a. My brother he went to the football game. (And other double subjects)

ORAL GRAMMAR GAMES

MAJOR GOAL:

To Use Standard Informal English in Situations Requiring the Accepted Conventions of Spoken Language

CLASSROOM EXPERIENCE

Major Skill:

To help students become aware of grammatical usage through games.

Experience:

Many grammar games can double as listening exercises. Examples:

Jabberwocky: First row jots down adjectives, second row nouns, third row prepositional phrase, fourth row verb, fifth row adverb, sixth row adverbial prepositional phrase. When jabberwocky sentence is read, such results as "Charming octopuses with buck teeth dance wildly in the tree top", do keep youngsters listening! This same game may be used for any sentence pattern, of course.

My friend is athletic: While each child thinks of a predicate adjective, he must listen to the preceding ones so that he may repeat them and add his own in alphabetical order. (My friend is athletic, beautiful, clever, daring, etc.) This can be adapted for almost any sentence part.

Lingo: On a dittoed chart, with parts of speech labels at the top of the columns, children put each word of a sentence read orally by the teacher. The first one with a column full (like Bingo), stands. Theoretically, everyone will stand up at the same time, but it never happens! Careful listening required.

Evaluation:

Other Experiences:

MAJOR GOAL:

To Use Standard Informal English in Situations Requiring the Accepted Conventions of Spoken Language

CLASSROOM EXPERIENCE

Major Skill:

To recognize the difference between important standard and non-standard usage.

Experience:

Have students observe descriptive words in advertising such as "hooked-together words". Teacher encourages class to select three words as a good example. Class members collect and discuss picturesque words, and possibly action words. Examples: "the latest-family-craze game"; "pre-built-no sag mattress"; etc.

Evaluation:

Have students make up own "hooked-together words" to be read orally to class, such as:

1. the get-up-and-go athlete
2. the skinny-droopy-black cat
3. the six-headed-purplish monster

Other Experiences:

With such "hooked words", students can create a paragraph with a single idea, using as many picturesque "hooked words" and action hooked words.

SLANG, TRANSLATIONS

MAJOR GOAL:

To Use Standard Informal English in Situations Requiring the Accepted Conventions of Spoken Language

CLASSROOM EXPERIENCE

Major Skill:

To be aware of the range of formality in language and to use language appropriate to the situation.

Experience:

1. First ask students to list all the current slang they are able to remember. Find standard English words that mean nearly the same thing.

2. Ask students to listen to the conversation at recess, lunch, before or after school of their peers. Students then write out this conversation and a translation into standard English. They then compare the two and find which one is easier to understand.

3. Make a copy for each student. Have students read and study these copies. Allow students to act out the conversations.

Evaluation:

Evaluate to see if conversations are natural, interesting, humorous, timely, thoughtful, and understood.

Other Experiences:

Normal Day in the Girl's Sweat House

"Hi ya!! Hey whadyou do in Americanization torture class?"
"Aw she had a cow when some greasers finked on us surfers."
"Kim ya got a boss set of rags."
"Thanks."
"Welcome. Oh yeah I got some witchen wall rags for my cave."
"Hey neat!!"

Normal Day in the Girl's Gym

"Hello! What did you do in English today?"
"Oh, the teacher became mad at us when someone told on us."
"Kim, you have a lovely outfit on."
"Thank you. Did I tell you that I received some lovely new drapes for my room?"
"No, but they sound simply wonderful!"

Comparison

Probably no one would talk as the conversation in the first piece of writing because it is "way out" sort of speaking. I'm not too sure if anyone our age would use the second piece of writing to talk to a friend, but it would probably be easier to understand each other. The teenagers of today really aren't so "way out" in their speech although to adults they may sound a bit "weird." Really, I think teens must speak different because we are different and we aren't adults yet or we aren't kids and they both have their own ways of speaking so why can't we!

Comparison

I think teenage slang is a very interesting part of our language. Many of the adults wonder what we are talking about when we use some of the words such as "boss, or tuff." It is sort of like our own secret code or language. Some of the adults think our language is terrible. I don't think it is fair for them to feel that way, because I'm sure they used slang when they were younger. The next generation of teenagers will also use slang, maybe their language of slang will be even more colorful. Our language is forever growing and slang is becoming a main part of it.

MALAPROPISM

MAJOR GOAL:

To Use Standard Informal English in Situations Requiring the Accepted Conventions of Spoken Language

CLASSROOM EXPERIENCE

Major Skill:

To use appropriate vocabulary. To listen for incorrect word usage.

Experience: Malapropism*

A malapropism is the ridiculous misuse of words, especially an incorrect word that sounds like the correct word. Malapropism itself originated from a character, Mrs. Malaprop, in a play, The Rivals. She used wrong words or inappropriate words frequently. So it is after her name that we have the word, malapropism.

Here are a number of malapropisms:

The speaker made a jester with his right hand.

I fear that these tight shoes will irrigate my feet.

I took the subscription to the drugstore.

The mother sang a sweet alibi to her baby.

Have you studied about the conversation of natural resources?

John is absent because he is guaranteed with measles.

He has a repetition for being lazy.

One by one the weary campers strangled into camp.

We have in our orchestra a harpoonist who can also play the coronet.

Tell the wrong word and its meaning. Tell the word that it should be and its meaning.

Evaluation:

Other Experiences:

Watch and listen for samples to bring to class.

*Adapted with permission from material by Walter D. Loban.

MAJOR GOAL:

To Use Standard Informal English in Situations Requiring the Accepted Conventions of Spoken Language

CLASSROOM EXPERIENCE

Major Skill:

To be aware of the range of formality and informality in language. To weed out unnecessary words.

Experience: Slanguage

Make an individual list of words to be weeded out; i.e., yeah, lousy, etc. Make a class list of words to be weeded out.

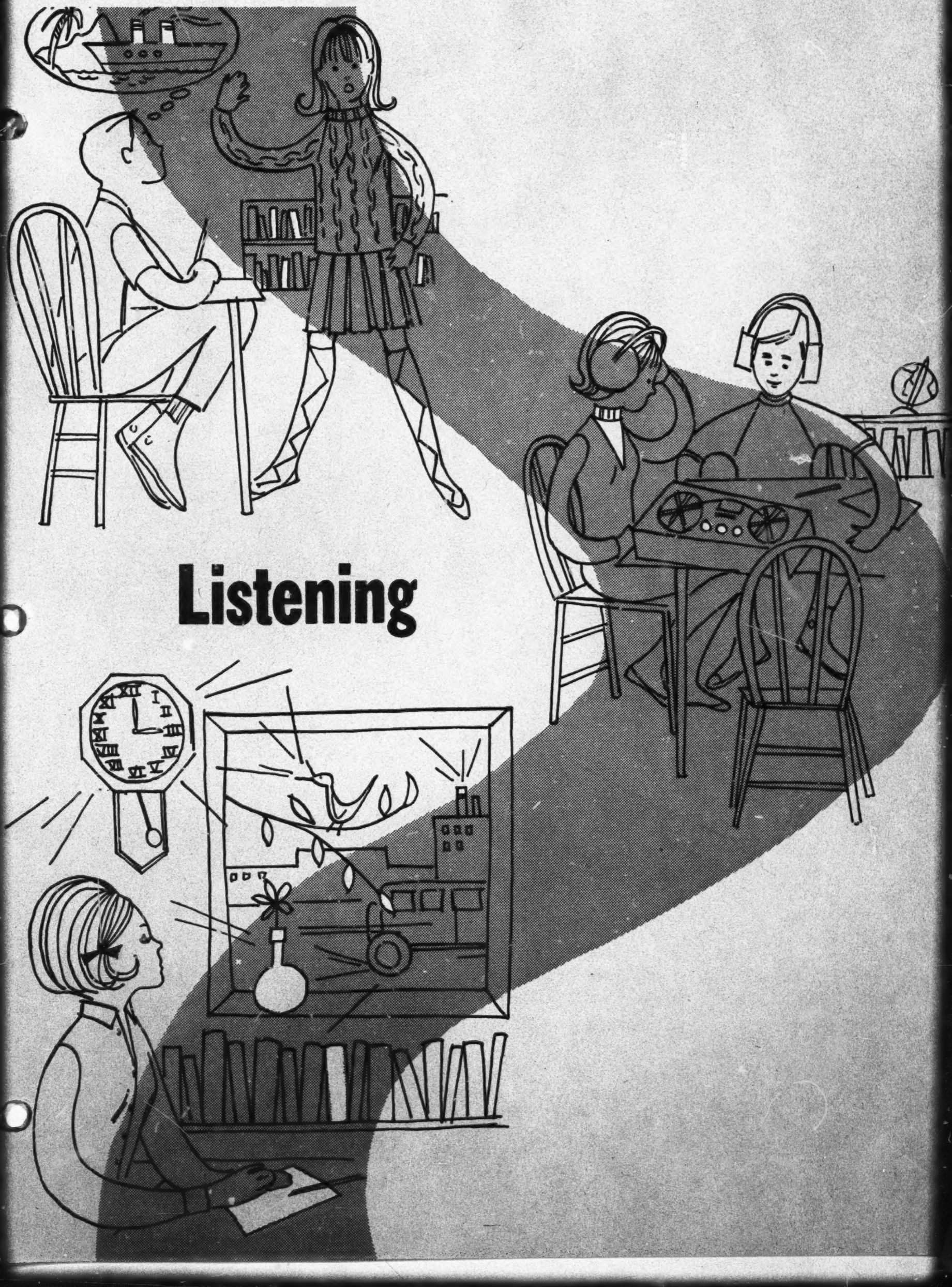
Evaluation:

Evaluate progress as a class each week. Watch to see if the unnecessary words disappear.

Other Experiences:

At the dinner table see if you can improve your part of the conversation. Report to the class how you did this.

Use Reading with Purpose, Leavell and Caughran, American Book Company, 1959, page 68, Phrases on Formal and Informal English; and General Language, Lindquist and Wachner, Holt Company, 1962.



Listening

CLASSROOM EXPERIENCES

for Major Goal V

To listen courteously and critically.

Research indicates:

Growth in ability to listen results from:

1. Attention to listening in daily instruction (including "Once Only" rule).

2. Improved listening climate.

3. Appraisal of students' listening skills:

   a. Formal
   b. Informal

4. Planned program of listening instruction.

A planned program of listening instruction shows significant gains in listening and reading ability and other related language and thinking skills.

A significant number of students who participate in listening exercises show significant gains in reading ability.

--Listening, S. E. Taylor, NEA

DETECTING MISINFORMATION

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To listen to follow directions.

To pick out slanted words.

To listen intently for clues of misinformation.

Experience:

Teacher reads following selection orally to class (if low group). Watch for expressive responses and clues when students realize the fallacy and confusion of the selection. Discuss. (Silent reading for able readers, then discuss.)

Evaluation:

Other Experiences:

POLARIS MARK II GUIDANCE SYSTEM

The Mark II Guidance System is capable of guiding the missile so accurately that the warhead is delivered with deadly accuracy. It is the brain of the missile and here is how it works:

The missile knows where it is at all times. It knows this because it knows where it isn't. By subtracting where it is from where it isn't, or where it isn't from where it is (whichever is greater) it obtains a difference or deviation.

The Inertial guidance system uses deviations to generate corrective commands, to drive the missile from where it is to where it isn't. Arriving at the position where it wasn't, the missile knows that it got there from the place that it was. Since the position where it is, is the place that it wasn't, it follows that the position where it was is the position where it now isn't.

Now we discuss what happens when the missile arrives from the place where it was to the position where it is. But the position where it is, is the place where it, the missile, was not to go when it left the position where it isn't. This can be caused by several factors, such as a loose screw. Even with a loose screw, the missile can reason out its difficulties as follows: It is sure where it isn't (within reason) but it knows where it was. It now subtracts where it should be from where it wasn't (or vice versa) and by differentiating from the algebraic difference between where it shouldn't be and where it was, it is able to obtain the difference between its deviation and its variation.

Now a process occurs that is known as continuing logic. The missile reasons that although it is wrong, it alone has the ability to figure out that where it is, isn't where it ought to be, and therefore without a qualm, employing the logic instilled by its creators, the missile buries this error information into the sub-consciousness of its gating diode and continues on its new course. This is known in the trade as UNRELIABILITY.....

LISTENING SKILLS

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To set the purpose for listening.

Thinking skills used during listening are quite similar to those used during reading, writing, speaking.* These mental skills are:

- indexing (main ideas and details, or "a mental outlining")
- making comparisons
- noting sequence
- forming sensory impressions
- appreciating

Experience:

Discuss with the students one of the mental or thinking skills for good listening. (You may wish to discuss with them the close relationship of thinking skills between listening and reading, etc.) Set the purpose for listening.

Read an oral presentation to the group, first indicating to them which skill is being developed. (The Readers Digest, state text readers, library books lend themsleves to this exercise.)

At first, students may need to take notes; later, you may eliminate note taking.

Evaluation:

Have students check their own notes to see how well they listened. If no notes were taken through oral discussion, see how well they listened. Let them evaluate themselves as a group.

Other Experiences:

Read a list of words that have something in common. Ask class to determine what the words have in common (i.e., initial or final sounds, compound words, meaning, classification, association, etc.)

Read polysyllabic words. Ask class to note the number of syllables. Ask individuals to give zip code numbers (or phone numbers). Ask class to repeat each orally. Ask five or so students in a row to tell just their middle names. Ask for a volunteer to repeat each middle name in the correct sequence.

*Suggested filmstrip series:
Fundamentals of Thinking Series, Grades 4-8.
Eye Gate House, Inc., Jamaica 35, N.Y.

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen to speeches about "fairly" abstract ideas, about political issues e.g., and to be able to detect the strengths and/or weaknesses of the ideas presented.

Experience: Listening to a Persuasive Speech

I. Find a record of a speech in which the speaker is dealing with a significant problem.

   A. For example, Crown Records: Memorial to John F. Kennedy.
   B. For example, New York Times: The Presidential Years.

II. Procedure

   A. Students listen to speech.
   B. Discuss newspaper and magazine accounts to discover the answer to such questions as these:

      1. Occasion for the speech?
      2. What problem faced the speaker?
      3. What audience was he speaking to and what did he want from this audience?
      4. What efforts have been made by others (speakers and writers) to influence public opinion either for or against the speaker?
      5. How difficult is the problem he faces?
      6. What strategies did the speaker employ to meet his goal?
         a. What "picture" of himself did he try to give his audience? How?
         b. Did he try to "picture" his opposition? If so, how?
         c. What other topics did he deal with which he seemed to feel would influence his audience?
      7. What influence, observed or possible, did the speech have?
      8. If you had been the speaker, would you have done anything differently? Why? Here the observer may apply not only consideration of the effectiveness of the persuasion, but also any standards of ethical behavior which he may think appropriate.

Evaluation:

After discussion, questions above may be given as a written quiz.

Other Experiences:

Read an article or listen to current television political speeches and treat in similar situations.

PROPAGANDA, SALES TALK

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To recognize (propaganda) devices of persuasion and to distinguish them from evidence.

To be able to listen to a speaker and grasp the central idea of the material presented.

Experience:

Each student can prepare a sales talk for some product (real or imaginary) and try to persuade another student, portraying the role of a customer, to buy his product. The customer should ask questions to challenge the salesman's ability to ad lib.

Evaluation:

Was the customer discriminating to the point of not buying the product?

Did the salesman persuade the customer to buy the product?

Were the students able to relate this experience to everyday situations?

Other Experiences:

PRESENTING THE ISSUES
DIFFERENCE OF OPINION

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill: Listening:
To listen for a chain of arguments in order to comment intelligently or to disagree.

Speaking:
To develop respect for diversity of opinion, learning to welcome differences of opinion because such differences motivate thought and help in the search for wise decisions.

Experience: Presenting the Issues

Speaking Assignment - Teacher Suggests:
"Select some topic of public concern in the news and prepare an analysis of the major issues, giving the viewpoints on each issue. U.S. Foreign Policy might be a topic. Be prepared to expand on your remarks. Working in pairs, select a public issue on which there are differing viewpoints. Choose sides and prepare your analyses to complement one another. (These are alternative assignments.)

Listening Assignment:
Note points made pro and con on each issue.
What were the points? How well did you feel each side was presented?
What sources were used? How adequate was the coverage of sources?
What were the most telling points that helped you in making up your mind on this topic or problem. What might have been added?"

Evaluation:

Listening assignment will serve as an evaluation.

Other Experiences:

This is good for social studies, world affairs, student government and class meetings.
Students select topics of broad, general interest at least one week in advance. Complex topics such as homework, teenage dress, going steady, and parental discipline. Four on each panel and a moderator seems ideal. The moderator prepares a list of 25-30 discussion questions on each topic and submits them to panel members in advance. Class asks questions at conclusion. If the discussion is taped, 10-15 minutes should be taken listening to the recording. Effective comments can be easily separated from weaker ones. Where a certain point is made, the machine may be turned off while the discussion goes on. The panel can't be interrupted during its original discussion, so this provides an ideal method of aiding the speakers in a real awareness of their effectiveness and how they "appear" vocally to the audience.

MAIN IDEA, GROUP DISCUSSION

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen to a speaker and grasp the central idea of the material presented.

Experience:

In a group discussion* ask each participant to repeat the kernel of the ideas expressed by the previous speaker before he makes his contribution. Since each participant must listen carefully to each speaker, his contributions are much more likely to be relevant to the topic.

This activity should be used only occasionally and then for only short periods of time.

Evaluation:

Observe the group's ability to listen carefully, summarize, and stick to the topic in subsequent discussions to see if the experience has transfer effect.

Ask pupils to evaluate their progress in these skills through discussion.

Other Experiences:

*Use such topics as:

1. The importance of responsibility.
2. The meaning of sportsmanship.
3. The value of teamwork.

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To recognize propaganda.

To pick out emotion-laden words and phrases.

Experience:

Individual oral presentation of commercials based on original products selected by students, and written by students. Encourage uniqueness and originality.

All purpose pencil
Wordless book
Toothless comb
Bottomless boat
Tired pills

Evaluation: Detecting Absurdities

Other Experiences:

The Assignment

Susan Green
7th Grade English

This is one of those un-understandable assignments that our happy-to-invent-them teacher gave to us poor-in-writing children. She expects us to write into-the unusual-words and put them into a composition. This thing is supposed to be readable as well as understandable but with words that are undictionaryized. Sometimes I think that our teacher is Agnew-bound! Is she or isn't she?? Only her psychiatrist knows for sure!

The Advertising Advertiser

Clara Agbayani
7th Grade English

The ever advertising advertiser is constantly redoing words to make them more attention-getting. They may change them to a tongue-twister such as "No added thises preserved thatses chemical whatsises." They may also change words by just adding a suffix to the word like "giftful, earful, eyeful." The advertiser may decide to just put a hyphen between two words like this "Dodge-size," or between several words like "you-shouldn't-have,-but let-me-kiss-you-again perfume." By changing the words in different ways they attract and keep the reader's attention longer. Someday these words will become part of our growing language.

SPOTTING THE ABSURD

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To identify language of fact and language of persuasion (listening for discrimination).

To listen intently for clues.

Experience:

Select a brief article or several paragraphs (on any subject) and change to include absurdities, errors in spoken language, or/and propaganda. Read aloud to class. In an oral discussion, or in writing, have students point out the absurdities, errors in spoken language, or/and propaganda.
The material on the next two pages may be used.

1. Teacher reads the story orally using the suggested techniques on page titled Lesson.

Other Experiences:

Ask students to listen for:

1. New vocabulary used in context.
2. Interpretation of facts.
3. Descriptive phrases.

STORY

Several years ago, 12 nations signed a treaty guaranteeing freedom for scientific research in Antarctica. People from those nations then started to install equipment to gather information.

Scores of scientists are working in Antarctica. They work together to unlock the mysteries of this little-known continent. All have a common purpose. That purpose is to learn.

Former expeditions have told us only a little about Antarctica, the southernmost continent.

Antarctica is also the coldest continent. A temperature of 126 degrees below zero was recorded in 1960. Winds up to 150 miles per hour make the cold seem even colder.

Antarctica's great ice sheet contains 90 percent of the world's glacial ice. If it suddenly melted, the oceans would rise about 200 feet and all the world's seaports would be under water.

We know that Antarctica was not always an icy continent. Coal as well as fossil forms of plants such as ferns have been found there. This is evidence of near tropical conditions in the distant past.

Scientists in Antarctica have been working on many important questions. How do penguins manage to live happily and comfortably in such a bleak climate? What rich minerals lie buried under the two-mile-thick icecap? The answers to these and many more questions will add to our store of knowledge about the world in which we live.

OUTLINE OF LESSON

Students will be listening for:

1. Absurdities
2. Errors in spoken language
3. Descriptive phrases
4. New vocabulary used in context
5. Main idea
6. Interpretation of facts
7. Information gleaned

LESSON

1. **Absurdities:**

   Paragraph 6 - This is evidence of near tropical conditions in the distant future. (past)

   Paragraph 7 - What rich minerals lie buried on top (under) the two-mile-thick icecap?

2. **Errors in spoken language:**

   Paragraph 3 - Former expeditions have told us only a little about Artica (Antarctica) ...

   Paragraph 4 - W ī n d s up to ...(winds)

3. **Descriptive phrases:**

   A. They work together to unlock the mysteries of this little-known continent.

   B. What rich minerals lie buried under the two-mile-thick icecap?

4. **Vocabulary:**

   A. Scores (Scores of scientists are working in Antarctica.)

   B. Manage (How do penguins manage to live happily...?)

5. **The best title for this story is:** (read twice) (Main Idea)

   A. Penguins in Antarctica
   B. Scientific Research in Antarctica
   C. The Effects of a Two-Mile-Thick Icecap
   D. Exploring Antarctica's Freshwater Ponds

6. This story shows that people can - (read twice) (Interpretation of facts)

   A. cooperate for scientific advancement
   B. understand some very difficult facts
   C. fall under poor leadership
   D. ask ridiculous questions

7. **Information gleaned:**

   A. Fossils found in Antarctica indicate that there has been a change in -

      1) climate 2) treaties 3) resources 4) distances

   B. These scientists show -

      1) little interest
      2) happy outlooks
      3) guarantees of success
      4) courage and curiosity

LISTENING TEST

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen for comprehension in an oral test.

Growth in ability to listen results from:
- Attention to listening in daily instruction (including "Once Only" rule.)
- Improved listening climate.
- Appraisal of students' listening skills.
  - a. Formal
  - b. Informal
- Planned program of listening instruction.

Experience:

1. Test each student formally using: Sequential Tests of Education Progress: Listening, for Grades 7-9. STEP
2. Use informal testing for:
   a. Auditory discrimination.
   b. Use of context to predict.
   c. Use of auding skills in daily school work.
3. Use listening exercises or tests, pp. 95-102, Easy in English, Mauree Applegate, Harper-Row Co.

Evaluation:

Score formal tests.

Evaluate informal testing for each student.

Other Experiences:

Read orally a sentence with a difficult word. See if class can get meaning through context.
Read aloud a sentence with an important word omitted. Ask for a suitable word.
Begin a sentence and ask an individual to finish it.
Read orally a paragraph that has one word or sentence that does not belong.
Ask for the word or sentence.
Read aloud a paragraph that has one sentence in the wrong sequence. Ask for the correct sequence.

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen to speaker and grasp the main idea.

To recognize details.

To detect inferences.

Experience:

1. Choose material to read orally to students. (Sources may be magazines, state text readers, library books.) Tapes or phonograph presentations may also be used.

2. Work for a period of time on listening to hear:
   a. Main ideas
   b. Details
   c. Inferences

3. Students initially may take notes as they listen. After they gain confidence eliminate note taking.

4. Review purpose.

Evaluation:

Short range - let students, through discussion, see how well they have listened.

Over a three months' period give a different form of reading test to see if reading has improved.

Other Experiences:

As students listen for the first time to a student's oral report, each lists main ideas for an outline. Student reads report again and students fill in details.

Listen to an oral presentation to suggest a title.

Read aloud a short article. Ask the students to summarize in a sentence.

FOLLOWING DIRECTIONS
GIVING DIRECTIONS

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To listen to follow directions.

To be able to give directions.

Experience:

The teacher may wish to help the group select a single topic for a demonstration of a clear explanation. Perhaps how to prepare popcorn would be suitable. Together pupils can construct on the board a simple outline of the steps to be followed. Macerials which might be useful may be listed, such as popcorn, a popper, salt, and a bowl. When a youthful speaker explains the process, the use of a few properties usually easses the situation.

Ask an individual student to give oral directions from school to his home. Have listeners write down directions or have one listener repeat the directions.

Ask a girl to describe orally how to play jacks. Ask a boy to repeat it.

Ask a boy to describe how to play basketball. Ask a girl to repeat it.

Evaluation:

Evaluation may be done by class discussion.

Other Experiences:

Give a series of directions, then ask half the class to carry them out while the other half evaluates the performance. Ask individuals to give directions for simple tasks such as:

1. How to sew on a button
2. How to polish shoes
3. How to tie a tie
4. How to give a manicure
5. How to clean a room
6. How to plant ____ seeds
7. How to transplant a bush
8. How to plan a meal
9. How to mount a picture for the bulletin board
10. How to play marbles
11. How to find a word in the dictionary
12. How to address an envelope
13. How to get a book from the school library or neighborhood public library
14. How to drive a car
15. How to water ski
16. How to operate a movie projector
17. How to iron a shirt
18. How to wash a car
19. How to wrap a package
20. How to apply face make-up
21. How to explain a baseball game to a foreigner from Mars
22. How to bake a cake
23. How to get into a locked house

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To distinguish generalizations and evidence.

To recognize (propaganda) devices of persuasion and to distinguish them from evidence.

Experience:

Discuss in detail how to be a careful, intelligent, critical listener.

Ask students to bring clippings from papers or magazines that illustrate a common technique of name calling, transfer, testimonial, plain folks, band wagon, glittering generalities, etc.
Look for misleading ads.
Ask class to identify technique.
Read the samples from the appendix and ask listeners to identify the technique.
For discussion use these quotes:

Ads
"Triumph Spitfire MK2 is made for swingers." Dig? (car)
"Tough enough to keep body and sole together." (shoes)
"A tradition of Excellence." (IBM)

Evaluation:

Evaluate orally.

Other Experiences:

*Through discussion, analyze speaker's opinion or views using these questions: (As a frame of reference for analysis of propaganda found in printed material, six leading questions are offered.)

1. Who is the speaker?
2. Whom is he serving?
3. What is his aim in writing on this subject?
4. To what human interests, desires, emotions does he appeal?
5. What technique does he use?
6. Are you or are you not going to permit yourself to be influenced through the tactics of this speaker?

*READ FASTER and Get More from Your Reading, Nila Banton Smith, Ph.D., 1957, 1958, Prentice-Hall, Englewood Cliffs, N.J.
Spoken English Album, Scott Foresman Company.

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CHARACTER SKETCH

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To listen for description.

To listen for clues which describe a character presented in a short story.

Experience:

Small group selected from the class...slow as well as good readers. Teacher reads a familiar, interesting story. As the story is read, each student selects a character to describe. He listens carefully for all the clues which tell about the character. After the story has been read, each student is given a short time to plan his "character sketch" and then present it to the rest of the class, without revealing the name. The children listening write the name of the character described.

Evaluation:

The students' responses are checked by the participating players.

Other Experiences:

The teacher reads a descriptive paragraph to the group. As she reads, the players listen for and write on paper all the descriptive words which they can detect. The player with the longest list of correctly identified adjectives is the winner.
The teacher may read a paragraph having various "verbs of action" or "mood words."

LISTENING FOR UNRELATED WORDS

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To see the relationship of parts.

To recognize different categories.

To listen for specific detail.

Experience:

Students prepare lists of related words consisting of about fifteen words in each list. In each list include two unrelated words. Read each list to the class, instructing them to write the unrelated items.

(An elementary school student spends six of every ten hours listening, the remembrance rate is between 21 and 33 percent.)

Evaluation:

Each correct own paper.

Other Experiences: Possible Follow-Up Activities:-

Read a list of fifteen related words (games, flowers, buildings, etc.) Instruct pupils to write as many as they can remember. Score equals number right over number of word in the list.

Listening for specific detail, vary this in history by finding the wrong one in the group. Excellent for review! Students found that they were most unobservant and that they jumped to conclusions without thinking. Listening was a secondary problem. Students then enjoyed making their own groups to quiz the class; i.e., Washington, Grant, Lincoln, Eisenhower. (Lincoln - all the rest were generals.)

PERSUASION

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To recognize devices of persuasion.

Experience:

Discuss how the use of words can be misleading. Use these and similar examples.

In advertising olives, why is "jumbo half quarts" more likely to sell than "pints"?

What serious thinking would you do when you read these captions in magazines or newspapers?

1. California's Leading Scalp Specialists
2. Greatest Show in the West
3. Lowest Price in Town
4. New Soft Water That Does More
5. Money When You Want It!

Evaluation:

Through class discussion list ways of detecting devices of persuasion.

Other Experiences:

Look for glad words and bad words in advertising. For example: Regarding a well-known brand of hair color -

From an ad

Glad words	Bad words
natural	gray
fresh	gray hair
young	
naturalness	
depth of color	
lively	
sparkle	
shiny	
younger	
effective	

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To listen to poetry and to gain impressions of characters.

Experience:

Listen to Robert Frost's poem, "Death of a Hired Man" in order to tell or write an impression of Silas, the hired man.

Here is a sample an eighth grader wrote.

Silas

In my opinion my picture of Silas was not well-rounded for from the conversations exchanged between the wife and husband all the husband was driving at was that Silas was nothing but a worthless old man. I think Silas was never happy with himself for he had no past to be proud of or no hopeful future. This man was trying to prove to someone, and even himself, that he could do something worthwhile by making all his false promises. If he could at least find a trusting, helpful, and understanding companion this would have offered him some base of security, something to be dedicated to, which he never had. Silas was not sure of himself as he was always kind of mooching off friends for any possible work. No one ever trusted Silas or ever bothered to give him a second chance and this is why he led a nomadic type of life. The only person he could confide in was Mary. I think Silas felt that he owed Mary something so he returned her love by giving her his life.

Paul H.

Evaluation:

Let individuals volunteer to tell their impressions or to read their own written work to the class. Ask class to evaluate.

Other Experiences:

Use other poems or short stories in the same way.

PROVERBS AROUND THE WORLD

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen to a speaker and grasp the central idea of the material presented.

Experience:

Present orally some of the proverbs from foreign countries. Remind students to:

1. Describe the large meaning.
2. Describe the meaning in relation to personal experience or personal observation.

Japanese: "Unless you start, you will never arrive."
"Hear both before judging."

African: "No one tests the depths of a river with both feet."
"You do not teach the paths of the forest to an old gorilla."

English: "One man's meat is another man's poison."

Arabian: "At the narrow gate there is no brother and no friend."

French: "Follow the river to find the sea."

Other Experiences:

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen to a speaker and grasp the central idea of the material presented.

Experience:

1. Choose an interesting paragraph with one central idea and read it to the class, e.g., Social Studies texts - Eurasia and Exploring. See Ginn publication "Unit Lessons in Composition."

2. Outline the paragraph on the blackboard to show the main point and supporting detail.

3. Reread the article and have students follow the outline on the blackboard.

4. Repeat the above procedure on different occasions so that the students begin to understand the concept of main idea--supporting detail. On subsequent readings students may be assigned to outline the selection.

5. Have students collect paragraphs containing a main point and supporting detail. Have them outline the main point and supporting detail.

6. Divide the class into discussion groups of 5 or 6. Have each student in the group read his passage while the other students in the group outline the main point and supporting detail.

Evaluation:

Have students compare the outlines of the listeners with that of the speaker.

Other Experiences:

ORGANIZATION

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To detect types of organization used by the speaker.

Experience:

Read from well organized materials to the class. Have students try to detect the way the material is organized.* Where in the paragraph is the topic sentence? Where are the points of interest used? Where are the facts put? Perhaps, the elements of the outline could be reviewed here also.

Evaluation:

Other Experiences:

*Materials for review:

Paragraph Writing

A paragraph is a group of sentences about one idea.

A topic sentence states the main idea.

Support the main idea of the paragraph by:
1. examples
2. reasons
3. facts
4. a story

Beginnings

Conversation
Description
A question
A summary
Time or place
A letter or a diary
Characterization

Harcourt, Brace, World, Composition: Models and Exercises

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen to a speaker and grasp the central idea of the material presented.

Experience:

1. Bring in or ask students to bring in editorials from newspapers.

2. Ask each student to read his editorial aloud while class acts as audience.

3. Class listens to get the main idea of the paragraph.

Evaluation:

Reader who presents editorial evaluates answers.

Other Experiences:

1. During discussion period, discuss pros and cons of the editorials.

2. Bring in editorials. Remove titles. Read orally. Ask students to guess the titles.

ORGANIZATION OF A SPEAKER

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To detect types of organization used by the speaker.

Experience:

Use the American Listens to Literature recording that accompanies the America Reads Anthology (Scott, Foresman and Company), Grade 8. Listen to see the type of organization used by:

Longfellow - Paul Revere's Ride
Alfred Noyes - The Highwayman
Tennyson's - Charge of the Light Brigade

Other Experiences:

Illustrate one of the readings.

DIALECTS

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To recognize dialects, "different" speech without taking a snobbish attitude.

To listen for clues.

Experience:

Certain occupations, age groups, regions, etc., have a distinct vocabulary of their own. Identify the group or locale of these and explain the meanings.

1. Fielder's choice
   Squeeze play
2. Re-entry
   Lift-off
3. Tote
   Pone
4. "Draw one, stretch two, and burn one," said Connie, the waitress.
5. "I changed up on a full count pitch, Sandy Koufax said.
6. "Let's firm up and finalize our plans," said the advertising executive.

What words or phrases can you name that seem to belong to an occupation, age group or locale? How do you think this type of language happens to develop?

Other Experiences:

Listen to recording, Spoken English Album, Scott, Foresman; one part is devoted to American Dialects.

See page 183 (1-10), Postman's The Uses of Languages.

Suggestion:

Motivation - Chapter 15 of Postman.

MAIN IDEA, PANEL DISCUSSION

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen to a panel or group discussion constructively in order to respond effectively with questions, comments, etc.

Experience: Panel Discussion*

Speaking Assignment - Teacher Suggests:

"Group yourselves in 4's or 5's and choose one of the topics listed on the board. Elect a chairman and analyze the topic farther into the needed number of aspects. Prepare to make your presentation on that basis. Library assignment follows.

Listening Assignment:

Make sure that you take down the main points of each speaker. Did the panel cover all the main points in your opinion? Were the sources of information indicated? How would you evaluate them?"

Evaluation:

Main points of the speakers should be compared to those of the listener.

Other Experiences:

This discussion may be used very successfully in the social studies area.

*Listen to recording, Spoken English Album, Scott, Foresman; one part is devoted to Round Table Discussion.

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to evaluate ideas important to the listener.

To see the relationship of parts--illustrations, sequences, concepts.

Experience: Book Review

Speaking Assignment - Teacher Suggests:

"Prepare to review your novel in terms of plot, character development, and reflection of the period.

Listening Assignment:

Why do you think this book has remained in print over the years? How would you say that the plot or characters reflect the times? Are there ways in which either seems dated?

How does this book resemble the one you read? How does it differ?

What more would you like to know about this book before deciding whether to take the time to read it?"

Organization:

Entire class could listen in terms of one of the groups of questions, perhaps beginning with the first and going on after several speakers to the second set and then using the last question for the concluding speakers.

Or, assign three sets to sub-groups in the class. In either case discussion following each review--emphasis upon reasons for reading particular books. Speaker participation.

Evaluation:

The entire class will serve as a check to see that the above questions are answered.

Other Experiences:

View film Literature Appreciation Stories, M-1259, for review of mood, setting, characterization, etc.

MAIN IDEA AND DETAILS, TRAVELING PARAGRAPH

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To be able to listen to a speaker and grasp the central idea of the material presented.

To see the relationship of parts--illustrations, sequences, concepts--to the whole, and to be aware of the determining centers around which the content for listening is organized.

To detect types of organization used by the speaker.

Experience: Traveling Paragraph

One student begins with a topic sentence. The next student adds a sentence which would logically follow. Continue the process until a good conclusion has been reached. Then begin again.

Tape for playback and discussion and evaluation.

Evaluation:

If a person hasn't been listening to the central idea and details, he can't add to the paragraph.

Evaluate with tape playback.

Other Experiences:

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To listen to follow directions.

To detect types of organization used by the speaker.

Experience: Making an Explanation

Speaking Assignment - Teacher Suggests:

"Organize an explanation around three or four main steps or points. Choose a topic with which you are familiar. The test of your success will be how well the listener is able to follow your explanation.

Listening Assignment:

Listen to note the main steps or points in the talk. Take these down for reference. Do you have all the information you need for this explanation to be useful to you, given the limited time of the student?"

Emphasis:

Listening for speaker's organization behind talk. Checking the listeners' points against those intended by the speaker would be one approach to discussion. Another is to evaluate speaker in terms of listening assignment. Purpose--to call need of choosing discriminating information in brief explanation. Also, could have students follow explanation where appropriate.

Evaluation:

Listening assignment is an evaluation of the speaking assignment.

Other Experiences:

GENERALIZATIONS

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To recognize sweeping generalizations.

Experience:

A sweeping generalization states everything in a group has the same characteristic. Discuss these statements and decide if they are sweeping generalizations.

Americans are tall.
Teenagers are silly, spoiled, selfish.
Most countries have free speech.
Many people enjoy television.
That kind of car is too expensive to operate.
They're snobs at that school.
Look out for women drivers!

Evaluation:

Evaluate orally as a total group.

Other Experiences:

In magazines and newspapers, find examples of sweeping generalizations. Watch for all, always or never.

MOOD WORDS

MAJOR GOAL:

To Listen Courteously and Critically

CLASSROOM EXPERIENCE

Major Skill:

To sense emotions and moods through words.
To sense emotions and moods through manner of delivery.

Experience:

Ask students to recall from past experience the words they've heard that signal a mood.

Ask students to recall what oral manner of delivery makes them sense a mood.

Ask partners to portray a mood, in a few oral sentences; i.e., happy, concerned, angry, apologetic, hysterical, tired. Class guesses mood by action and/or word clues.

Evaluation:

Evaluate through class discussion.

Other Experiences:

In reading and literature texts, ask students to find "mood" paragraphs.

Demonstrate, in an oral sentence or two--a happy voice, a tired voice, an angry voice, a self-pitying voice.

CLASSROOM EXPERIENCE

Major Skill:

To distinguish generalizations and evidences.

To listen for a chain of arguments in order to comment intelligently or to disagree.

Experience: Oral Book Report Variation "Book Trial"

A student, the defendant, is accused of reading a dull book, and he must convince the jury that he is not guilty. Members of the court include the judge, bailiff, and prosecuting attorney.

Evaluation:

Class members who are listening act as jurists, and make a collective decision after case is concluded.

Other Experiences:

CLASSROOM EXPERIENCES

for Major Goal VI

To listen creatively.

Research indicates:

Thinking skills used during listening are quite similar to those used during reading, writing, speaking. These mental skills are:

1. indexing (main ideas and details, or a "mental outlining")
2. making comparisons
3. noting sequence
4. forming sensory impressions
5. appreciating.

An elementary school student spends six of every ten hours listening; the remembrance rate is between 21 and 33 percent.

Listening skills can be taught and listening does improve when instruction is provided.

--Listening, S. E. Taylor, NEA

THE ART OF LISTENING

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To see something useful and beautiful in spoken language.

Experience:

To read orally to class

THE ART OF LISTENING
by Wilferd A. Peterson

The key to the art of listening is selectivity. You stand guard at the ear-gateway to your mind, heart and spirit. You decide what you will accept...

LISTEN TO THE GOOD	Tune your ears to love, hope, and courage. Tune out gossip, fear and resentment.
LISTEN TO THE BEAUTIFUL	Relax to the music of the masters; listen to the symphony of nature--the wind in the treetops, birds singing, thundering surf.
LISTEN WITH YOUR EYES	Let your imagination make real the "sounds" expressed in a poem, a novel, a picture.
LISTEN CRITICALLY	Mentally challenge assertions, ideas, philosophies. Seek the truth with an open mind.
LISTEN WITH PATIENCE	Do not hurry the other person. Show him the courtesy of listening to what he has to say, no matter how much you may disagree. You may learn something.
LISTEN WITH YOUR HEART	Practice empathy when you listen; put yourself in the other person's place and try to hear his problems in your heart.
LISTEN FOR GROWTH	Be an inquisitive listener. Ask questions. Everyone has something to say which will help you to grow.
LISTEN TO YOURSELF	Listen to your deepest yearnings, your highest aspirations, your noblest impulses. Listen to the better man within you.
LISTEN WITH DEPTH	Be still and meditate. Listen with the ear of intuition for the inspiration of the Infinite.

Evaluation: Ask afterwards how can you listen:

1. To the Good
2. To the Beautiful
3. With Your Eyes
4. Critically
5. With Patience
6. With Your Heart
7. For Growth
8. To Yourself
9. With Depth

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To find enjoyment in listening for the beauty of language.

Experience:

Listen to these words:

dawn	mist
lullaby	luminous
hush	chimes
murmuring	golden
tranquil	melody

How many do you remember? Why do you think these words were chosen?*

Evaluation:

Write your own original list of the words in our language that you believe sound beautiful.

Other Experiences:

Discuss the words most overworked. Make a class list of overworked words. List synonyms for each overworked word. (Some overworked words are: okay, terrific, tuff, neat, lousy, swell.)

*One man's idea of the most beautiful words in our language -
Wilfred J. Funk

PALINDROMES

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To find enjoyment in listening.

To listen for clues.

Experience:

Discuss the meaning of palindromes: a word, verse, phrase, or sentence which reads the same backward or forward. Examples are:

Yreka bakery; Madam, I'm Adam; Able was I ere I saw Elba; A man, a plan, a canal, Panama!

Ask for original palindromes. (Class may work in groups or as individuals.) Here are some hints:

1. Less than 2000 pounds --- /-/ ---
2. Dull poet ---- ----
3. Lively, lady opera singer ---- ----

Other Experiences:

"Frontward plus backward" numbers give good addition practice until the sum is palindromic. For example:

174	frontward
+ 471	backward
645	frontward
+ 546	backward
1191	
+ 1911	
3102	
+ 2013	
5115	palindromic number

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To be able to understand material at first hearing.

To find enjoyment in listening.

Experience:

Discuss the meaning of spoonerisms. Dr. Wm. A. Spooner was a learned history professor at Oxford University in England, but sometimes he unintentionally interchanged sounds of his words. Now this kind of a slip of the tongue is named after him and called a spoonerism. Can you guess what these quotes should be?

Can you ride "a well-boiled icicle"?

"Kinkering congs their titles take".

The young poetess read her "vampire curses".

The strong army dealt "a blushing crow".

Other Experiences:

Write your name as a spoonerism.

Listen for spoonerisms in conversations; report them in class.

Look up spoonerism in your dictionary.

LADLE RAT ROTTEN HUT

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To be able to understand material at first hearing--don't wait to have it repeated.

To find enjoyment in listening.

Experience:

Teacher reads "Ladle Rat Rotten Hut" orally and clearly to class. Teacher reads in phrases. Pauses long enough for students to respond orally using proper English language indicated.

Evaluation:

Response of class interpretation.

Other Experiences:

Teacher reads phrase or quotation to class. Student responds orally when he can identify sounds. Teacher repeats as often as necessary.

Example:

1. Hum covwink hummed whom author
   (I'm going home to mother)

2. Gay pure rye saunter ode
   (Keep your eyes on the road)

3. Ask leer razz up al
   (As clear as a bell)

4. A yam dug crazy dust
   (I am the greatest)

5. Dad sheen trudy's know
   (Dashing through the snow)

6. Almond dud hawk cows
   (I'm in the dog house)

7. Hugh heaven tub reigh enure add
   (You haven't a brain in your head)

8. Doze stub haws sir hound ere
   (Who's the boss around here)

/ = pauses teacher makes in reading orally for students to respond.

LADLE RAT ROTTEN HUT*

(Haire annular furry starry, toiling udder warts welcher alter girdle deferent firmer once inner regional virgin.)

Wants pawn term,/ dare worsted ladle gull/ hoe lift wetter murder/ inner ladle cordage/ honor itch offer lodge dock florist./ Disc ladle gull/ orpnan worry ladle cluck/ wetter putty ladle rat hut/ enf fur disc raisin/ piple caulder Ladle Rat Rotten Hut./ Wan moaning/ Rat Rotten Hut's murder/ caulder inset;/ "Ladle Rat Rotten Hut,/ heresy ladle basking winsome burden barter/ end shirker cockles./ Tick disc ladle basking tudor cordage offer groin murder/ hoe liftes honor udder sits offer florist./ Shaker Lake;/ Dun stopper laundry wrote;/ endyonder nor sorghum stenches dun stopper torque wet strainers."/

"Hoe-cake, Murder,"/ repentent Ladle Rat Rotten Hut;/ end tickle ladle basking end struttered oft./ Honor wrote tudor cordage offer groin murder,/ Ladle Rat Rotten Hut mitten anomalous woof./ "Wail, wail, wail," set disc wicket woof./ "Evanascent Ladle Rat Rotten Hut./ Wares or puttle ladle gul going/ wizard ladle basking?"/ "Armor goring tumor groin murder's/" reprisal ladle gull./ "Grammars seeking bet./ Armor ticking arson burden barter end shirker cockles."/ "O Hoe! Hiefer Blessing woke,"/ setter wicket woof;/ butter taught tomb shelf:/ "Oil ticket shirt court tudor cordage offer groin murder./ Oil ketchup wetter, end den...O bore!"/

Soda wicket woof tucker shirt court:/ end whinny retched a cordage offer groin murder,/ picket inner window/ and wire debtor pore oil worning worse line inner bet./ Inner flesh disc abdominal woof/ lipped honor betting a adder rope./ Zany pool dawn a groin murder's nut cup/ end curdle dope inner bet./

*Origin unknown

Inner ladle wile,/ Ladle Rat Rotten Hut/ a raft atter cordage/ an ranker dough ball./ "Comb ink, sweet hard,"/ setter wicket woof,/ disgracing in verse. Ladle Rat Rotten Hut when entity bet rum/ end stud buyer groin murder's bet./

"O Grammar!" crater ladle gull./ "What bag icer gut!/ A nervous sausage bag ice!"/ "Butter lucky chew wiff, doily,"/ whiskered disc ratchet woof,/ wetter wicket small./ "O Grammar! Water Bag noise!/ A nervous suture anomalous prognosis!/ "Butter small your whiff,"/ inserted woof (ants mouse wore waddling)./ "O Grammar! Water bag mousy gut!/ A nervous sore suture bag mouse."/

Daze worry on forger nut gull's lets warts./ Oil offer sodden/ throne offer carvers/ an sprinling otter bet,/ disc curl end bloat thrusday woof/ ceased pore Ladle Rat Rotten Hut and garbled erupt./

MURAL: Yonder nor sorghum stenches shut ladle gulls stopper torque wet strainers./

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To be able to understand material at first hearing--don't wait to have it repeated.

Experience:

Read and discuss the meaning.

1. dealer's choice
2. country fresh
3. sitting pretty
4. true tones
5. fancy work
6. pot luck
7. navy spirit
8. cracker barrel
9. light music
10. moon jumper
11. bright eyes
12. personal touch
13. shining example
14. hunky dory
15. the smart set
16. heavenly pair
17. press-on labels
18. stain-resistant
19. autumn-shaded
20. pint-sized
21. satin-like
22. jewel-cut
23. metal-studded
24. two-way intercom
25. lady-like

Other Experiences:

Ask students to see if they can coin a phrase. Work in pairs or in small groups.

PRINDELLA AND THE CINCE

MAJOR GOAL: To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To be alert for reverse syllables when heard.

Experience:

Read orally to class Prindella and the Cince, stopping after each reversal phrase and giving students the opportunity to respond orally with the correct version. This may be accomplished with total class participation, or selected individuals.

Evaluation:

Give copy of selection to each student and silently underline all the reverse syllables.

Other Experiences:

PRINDELLA AND THE CINCE

Here indeed is a story that will make your cresh fleep. It will give you poose gimples. Think of a poor little glip of a surl, prery vitty, who, just because she had two sisty uglers had to flop the more, clinkal the shavers out of the stitchen kove, and do all the other chasty nores, while her sugly isters went to brancy fess drawls. Now wasn't that a shirty dame?

Well, to make a long shory start, one day, while this youngless hapster was flapping the mitchen kore, who should suddenly appear but a garry fodmother. Feeling very fadly for the witty praif, she happed her clans, said a couple of wagic merds and in the ash of a flybrow Cinderella was transformed into a baving reauty. And out at the sturb cone stood a magnificent colden goach made out of pipe rellow yumpkin. The goddy fairmother told her to hop in and dive to the drance but added that she must positively be mid by homenight. So overmoach with comotion, she fanked the thairy from the hotten of her bart, bimbed aclord, the driver whacked his crip and away they went in a doud of clust.

Soon they came to a casterful wonderal where a pransome hince was passing a tarty for the teople of the pown. Cinderella kepped from the stoach, hanked her dropperchief and ran to the hinsome prance who had been peeking at her from a widden hondow. Meanwhile the two sugly isters stood byiently sigh, not cinderizing Recognella in her goyal rarments.

Well, to make a long shorty still starter, the nice nince went absolutely pruts over the provely lincess, and in a douple of cours of hancing he was aizier than crevver. But at the moke of stridnight Scramderella suddenly sinned. And the disaprinted poince would have diked to lied. He had forgotten to ask the lovely nincess her prame! The next day he tied all over trown to find the provely lincess whose foot sitted the flipper. He found the ladying leady and the ditty prame who fit footed the slipper, they finally married.

FOLLOWING DIRECTIONS

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To understand the importance of listening to follow directions.

Experience:

As a home assignment, ask pupils to keep a record of the times they have to listen during an evening.

As a home assignment, ask pupils to listen to weather reports in order to tell the prediction to the class the next day.

Give four directions to someone. See if he follows them in order. (Go to window; look out; walk to your seat; turn around twice.)

Evaluation:

Evaluate orally.

Other Experiences:

Dictate slowly a very simple, short paragraph of direction or explanation. Have pupils write what they hear.

Pass a whispered message around the room to show how confused it gets if a listener is not careful. Each person writes down what he thinks he heard. Compare what is written with the original message.

Stage a scene showing an employer telling a helper what to do, and then the worker repeating the directions that were given. Discuss the importance of getting directions right.

As someone dictates numbers or letters--for example, 279,683, mgl, cbs--ask class to write what they hear.

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To learn to appreciate modulation and articulation as a characteristic of good speech.

Experience:

Listen to a short story on a record by a well-known reader such as Lionel Barrymore and discuss what was enjoyed about his reading.* Pass out dittoed coipes of the short story for practice reading in small groups listening to each other and trying to help each other. The next day tape-record different people reading sections of the story, trying to read as well as the reader on the original record.

Evaluation:

Other Experiences:

A "best" reader could be chosen to tape the entire story which could be played for another class.

*Or use Many Voices recording, Harcourt-Brace.

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To direct and maintain attention.

To utilize or expand upon what's heard by producing in writing or by telling orally.

To organize written materials for oral presentation.

To listen for description.

Experience:

A planned program of listening instruction shows significant gains in listening and reading ability and other related language and thinking skills.

"What's My Name?"* is an interesting activity that combines written and oral skills. Each student thinks of a well-known personality and prepares a series of four written clues, each clue easier than the preceding one. The student who first names the personality goes to the front of the room and gives his clues.

Evaluation:

In discussion at conclusion of the activity, ask the winners why they think they are good listeners.

Other Experiences:

"What's My Country?" could be substituted for "What's My Name?" Both experiences may be oral or written.

Ask students to close eyes for one minute to listen. Then ask each to list every different sound he heard. Listen for people noises, nature noises, mechanical noises.

Tap a rhythm pattern with a pencil (or ask a student to do this). Ask class to repeat pattern.

Here is a sample presented by a 7th grade student.

*Who Am I?

I was born in 1918. I am still living. I graduated in 1939 from Harvard. I studied for two years at the Curtis Institute of Music, Philadelphia. In 1942, I was the assistant conductor to Serge Koussevitsky at the Berkshire Music Center. In the season of 1943-44, I made a sensational debut as assistant conductor of the New York Philharmonic Symphony. I have composed these songs:
Jeremiah, The Age of Anxiety, Trouble in Tahiti, On the Town, Wonderful Town, Candide, Fancy Free, Facsimile and West Side Story.--Who Am I?

Ron S.

RECORDING REVIEW

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To appreciate voice, manner, and characterization in different situations.

Experience: Evaluating a Recording

Play a recording (possibly a play).

Listening Assignment - Teacher Suggests:

"Listen to this recording with the following questions in mind. (One or more according to the ability.)

How did the voices of the characters reflect their roles?
Did you notice effective examples of timing, variation of pitch and variation in volume?
What evidence of effective characterization was there in terms of colloquial speech?
What about the successful use of sound effects?"

Evaluation:

For maximum participation in evaluation, divide the class into five or six groups and have students compare their answers to the assigned questions, the best papers being read to the entire class.

Other Experiences:

Read a selection and treat in a similar manner.

APPRECIATION OF SOUNDS

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To listen for the artistic use of language.

To learn to appreciate styles of oral and written English.

Experience: Suggested Activities (Use only one directive at a time.)

Motivate initially through class discussion.

1. Ask pupils to write a paragraph about "Sounds I Like."
2. Have pupils make a list of sounds they dislike.
3. Compile on the board a list of sound words such as ting-a-ling, clang, murmur, trickle, clash.

Evaluation:

Discuss results of written work.

Other Experiences:

Suggest that pupils listen to sounds in the cafeteria; have them recall as many as they can remember, connecting each with its cause.

Have pupils find and list all the words that suggest sound in a story or poem.

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To learn to appreciate styles of oral English.

To listen for description.

To listen for rhythm in poetry.

Experience:

Use commercial recordings or tapes (Maurea Applegate's are excellent, University of Wisconsin) to gain appreciation of cadence, inflection, emphasis, delivery, etc.

Use film Literature Appreciation-Stories - M 1259 to note: theme, plot, setting, and style, etc.

Use records to accompany state reading texts to appreciate voice, meaning, images, etc., of oral poetry.

Evaluation:

Evaluate through class discussion as a pleasant, personal experience, not a testing situation.

Other Experiences:

WORD BIOGRAPHY

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To develop a better vocabulary.

To develop the biography of a word that is of an unknown origin to the individual.

Experience: Discussion

An explanation of the kinds of information that can be obtained from the dictionary.

What could be included in a Biography of a Word?

Guideposts
a. Where he was born -
b. Where he was brought up -
c. When he died -
d. What was his contribution to the world?
e. Did he marry and have children?
f. Did he have hardships?
g. What he likes to do best -
h. Where he went to school -
i. What does his wardrobe consist of?

Together choose one new word and write a cooperative Biography of a Word.

Evaluation:

Evaluate as a total group activity.

Other Experiences:

Write individually Biography of a Word. Here is a student's example.

Articulate

I can be called an eternal word as I am ageless. I was born many years ago in Italy. My Latin origin makes me a very distinguished word. I have not always been spelled in one manner as once my spelling was articulatus. My first meaning was to utter distinctly and to divide into joints.

I suppose one could say that my biggest contribution to our language is the means of putting many words into one.

My brothers are few in number and also have a job. Articulately is an adverb; articulation is a noun; and articulatory is an adjective. My job is to be a verb or adjective or noun. I have many cousins of whom I am quite fond and their names are enunciate, pronounce, join, speak, unite, connect and express.

Kevin

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To see something useful in spoken material.

Experience:

From your experience, relate how poor listening was an unhappy experience for you.

Have pupils discuss the times that poor listening was a tragedy for them. (I thought you said--I meant to--I didn't know.) What was wrong?

Give pupils opportunities to tell about times when careful listening helped them.

Evaluation:

Summarize in discussion or in a quiz why it is important to listen.

Other Experiences:

Discuss when a nurse or a doctor must listen carefully. Develop reasons.

Consider when a navigator or pilot of a plane must listen carefully. What could happen if he listened only halfway?

Discuss why listening is important in a ball game, during a fire drill, in a bus station, at home.

SENSORY IMAGERY

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To visualize while listening.

To find enjoyment while listening.

To identify sense responses to phrases that give mental pictures.

Experience: Sensory Imagery

Give phrases that bring mental pictures to students' minds for them to respond, using the five senses. Have students read them silently, then each student chooses one to read aloud and discuss. There will be disagreements as to which "sense response" is most brought to mind:

pecking at a typewriter
a crying baby
warm sand underfoot
heavy clouds in the sky
cascading waterfall
moldy bread
apple pie baking in the oven
salty roasted chicken
a ten dollar bill
a ringing church bell
little valley among high hills
dreary hooting of the screech owl
a girl wearing her first pair of high heels
spoiled meat

Evaluation:

Evaluate in class discussion.

Other Experiences:

Discuss sensory images of Treasure Island in Vanguard Series.

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To listen for inferences.

Experience:

Discuss the possible meanings of the following:

1. He knows Victor and Peter. Victor's great.
2. Two students in our class have good, clear, healthy complexions and they both use Carnation Brand soap.
3. You remind me of Tom Sawyer.
4. Her girl friend reminds her of the color blue.

Evaluation:

Other Experiences:

Divide total group into small discussion groups. Ask each group to make up one or two sentences that contain an inference. Each group presents idea to total class for discussion.

BOOK DISCUSSION

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To expand upon what is heard by reacting either in speaking or writing.

Experience: Teacher and Class Discussion:

Elizabeth Guilfoile, a respected modern scholar of literature has designed these standards to identify a "good book."

"Good Books[1] ...."

1. "In many a good book the reader can identify with the main character.
2. A good book is usually true to life (realism and honesty).
3. A good book is true to facts so far as the facts are known.
4. A good book is true to its type.
5. A good book is written in a style worthy of its readers (choice language and vivid imagery).
6. A good book is about something (a sound theme).
7. A good book has appeal for the reader.
8. A good book speaks to the reader."

After presentation of the eight points, choose a familiar book, i.e.:

> Tom Sawyer, for the first discussion, and see how the book qualifies or does not qualify as a "good book" by discussing each of the eight points as each relates to "Tom Sawyer."

Possible Follow-Up Exercises:

As an individual exercise, each student may evaluate his own library book by using the "good book guide" as a written critique.

Other Experiences:

Develop through class discussion the students' views as to what makes a "good book."

[1]"Good Books, etc." Elizabeth Guilfoile, Elementary English. Jan. 1966,NCTE.

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To utilize or expand upon what's heard by producing either in writing or speaking how what has been heard personally affects one.

To be able to listen for major ideas.

Experience:

Teacher reads a short factual article to the class. The students write the most impressive information and why. Readers Digest is a good reference.

Evaluation:

Check to see how many of the main ideas have been understood and acquired as knowledge.

Other Experiences:

VISUALIZATION WHILE LISTENING

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To listen for the artistic use of language.

Experience:

Have several students read poetry or a short story orally and have the class listen for words that are descriptive or bring a picture to mind. Adventures for Readers is a ready reference.

Evaluation:

Check to see if they have heard all the words.

Other Experiences:

Listeners may draw what they hear.

TONGUE TWISTERS

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To utilize or expand upon what is heard by reacting either in writing or speaking.

To find enjoyment in listening for the artistic use of language.

Experience:

Read orally Tongue Twisters given. Ask class to repeat each one in unison.

1. Students select one of the tongue twisters.
2. Students (working as partners) select one letter of the alphabet and write a tongue twister, using the same pattern of the original verse.
3. Present "student composed" tongue twisters to class.

Evaluation:

Check the students' work.

Have class try to repeat in unison creative verses heard from the students.

Other Experiences:

Read orally Tongue Twisters on the next page. Ask class to repeat each sentence in unison.

TONGUE TWISTERS

1. Sister Susie's sewing shirts for soldiers.

2. Hang the tablecloths close to the clothes and close the clothes basket.

3. Washington's washwoman washed Washington's wash while Washington watched Wilson.

4. A box of mixed biscuit and a biscuit mixer.

5. Blushing Barbara booed boisterously while blind Bobby brought brilliant birds bright barbs.

6. Dainty Dora dawdled dreamily down the deck.

7. Fairy frolics fret foolish frumps for frightened frowns.

8. Silent Sue sees Sammy Sightless sounding simpering somethings.

9. Wondering Will wandered wearily while Watson wistfully whistled.

10. The bleak breeze blighted the bright blossoms.

11. Flesh of freshly fried flying fish.

12. Strict, strong, Stephen Stringer slickly snared six sickly snakes.

13. The chop shop stocks chops.

14. Did you copper-bottom 'em sir? No, I aluminumed 'em, mum.

15. Simple Simon sipped slippery syrup.

16. Round and round the rugged rocks the ragged rascal ran.

17. The bidder bought the butter but he found it bitter.

18. Strange strategic statistics.

19. Banishing blight brings bliss beyond belief.

20. A snifter of snuff is enough snuff for a sniff for the snuff sniffer.

21. Short, sharp, shock.

22. The sixth sheik's sixth sheep is sick.

23. Ten tiny toddling tots testily trying to train their tongues to trill.

24. Six, slick, slim, slender silver saplings.

25. Let the little lean camel lead the lame lamb to the lake.

TONGUE TWISTERS-----STUDENT COMPOSERS

ORIGINAL VERSE:

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

STUDENTS' VERSES:

Secret Squirrel squeezed a squishy, squamous squash;
A squishy, squamous squash Secret Squirrel squeezed;
If Secret Squirrel squeezed a squishy, squamous squash,
Where's the squishy, squamous squash Secret Squirrel squeezed?

by Steve Kenny
Steve Spangle

The puny pumpkin planter planted purple pumpkin plants;
Purple pumpkin plants puny pumpkin planter planted;
If puny pumpkin planter planted purple pumpkin plants,
Where's the purple pumpkin plants puny pumpkin planter planted?
(Naturally, on a plenteous plantation on Purple Planet)

by Rusty Kurtz
Jeff Walker

Lucky Louie liked to let a lot of lions loose;
A lot of lions Lucky Louie liked to let loose;
If Lucky Louie liked to let a lot of lions loose,
I'll bet little old Lucky Louie only let a little loose!

by Steve Brown
Jim Daley

VARIATION:

Nathan Newton knocked over a negative neighbor
And the negative neighbor knocked over nervy Nathan Newton;
If nervy Nathan Newton knocked over his negative neighbor
And the negative neighbor knocked over nervy Nathan Newton,
What happened to nervy Nathan Newton and the negative neighbor?

by Nancy Jackson
Barbara Blower

TONGUE TWISTERS-----STUDENT COMPOSERS

ORIGINAL VERSE:

How much wood would a woodchuck chop
If a woodchuck could chop wood?
A woodchuck would chop as much wood as a woodchuck could
If a woodchuck could chuck wood.

STUDENTS' VERSES:

How many tigers would a tiger trainer tame
If a tiger trainer could train tigers?
A tiger trainer would train as many tigers
as a tiger trainer could
If a tiger trainer could train tigers.

by Dave Patterson
Wes Meigs

How many fruits would a Fruit Loop loop
If a Fruit Loop could loop fruit?
A Fruit Loop would loop as many fruits as a
Fruit Loop could loop
If a Fruit Loop could loop fruit.

by Shirley McGee
Barbara Reynolds

How many snails would a snail snatcher snatch
If a snail snatcher could snatch snails?
A snail snatcher would snatch as many snails
as another snail snatcher
If a snail snatcher could snatch snails.

by Steve Kenny
Steve Spangle

How much mud must a moose munch
If a moose must munch mud?
A moose must munch as much mud
as a moose must munch
If a moose could munch mud.

by Forrest Greene
Mike Albenese

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To be able to understand material at first presentation--don't wait to have it repeated.

Experience:

Before viewing the film, M-3909, Rainshower, tell the students to observe all the examples of beauty during the rainshower.

After discussion, let each student choose the way he wishes to react to the film: through writing, poetry, painting, clay, talking.

Other Experiences:

The film "Painting Trees With Eliot O'Hara" may be handled the same way.

MAIN IDEA, RECORDINGS

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To be able to understand material at first hearing--don't wait to have it repeated.

Experience:

Listen to the record. (Daniel Boone, etc.)

Initiate a discussion of pertinent ideas and facts in the recording.

Give a T-F test not to be graded.

Check results in the class which will indicate the quality of student listening.

Play record again so that students can concentrate on their weaknesses.

Evaluation:

T-F test will serve as the evaluation.

Other Experiences:

A film might be used instead of a recording. An article might be read instead of playing a recording.

MAJOR GOAL:

To Listen Creatively

CLASSROOM EXPERIENCE

Major Skill:

To see something purposeful in listening.

Experience:

Students are expected to listen during the major part of the day. Students spend six out of every ten hours listening. Listening is important.

Each student keep an hour by hour, Monday through Friday, record of how much time he spent listening at school.

In addition, discuss the types of listening, and ask students to classify their listening in the same five day period. If some do not understand, ask them to keep track of their various purposes for listening during the five day period.

Ask students to list the reasons for good (or poor) listening at school and/or home.

Evaluation:

At the conclusion of the five day period, discuss the time and purposes of listening as researched by the students.

Other Experiences:

Read a good story to class or have a student read a story to class.

Give students their purpose for listening before the oral presentation is made. The purpose might be one of these.

To determine the mood
To determine the time
To describe a character
To describe the setting
To outline the plot
To recall facts
To interpret the author's purpose
To evaluate the information

Opinion

"Let's throw the old textbooks out the window," he once wrote, "along with the words correct and incorrect, because there's really no such thing as grammar, but only an ever-changing language pattern formed by everyday usage."

--Wilfred J. Funk

APPENDIX

HOW TO DETECT PROPAGANDA

(From Read Faster and Get More From Your Reading, Nila Banton Smith; Prentice-Hall, Inc., N.J. Reprinted with permission.)

Effective propaganda makes a strong appeal to human needs, interests, curiosities, loves, hates, prejudices, fears, lusts, cupidities, or amusements. Your first step is to identify the technique used in making the appeal.

To make a list of human interests and desires and ways in which the propagandist appeals to them would be an involved task. Different schools of psychology have compiled such lists, and they vary. In any event, no such list would be sufficiently inclusive. The propagandist doesn't care whether motives are innate or the result of environment. All he cares about is that they exist in the people to whom he wishes to appeal.

There are some propaganda techniques which are so inclusive that they appeal to whole clusters of interests. Seven of these techniques are generally recognized as basic.

Bad Names

One of the propagandist's most usual techniques is that of using disagreeable words to arouse our fear, hate, or disapproval, without giving any evidence to support the point he is making. The "bad word" technique is used in some political campaigns: mud-slinging, name calling, innuendos.

This technique is also used with high frequency in advertisements in which the propagandist tries to cause the reader to apply several unpleasant words to himself, personally, and thus to be so moved that, in order to overcome the disgusting state of affairs, he will purchase the product the advertiser is trying to sell. One ad for tablets to increase weight was headed, "Why Be Skinny?" There was a picture of a very thin girl in a bathing suit, while a man looking at her was saying, "No Skinny Scarecrow for me!"

Some of the text in the ad read as follows:

"Why should you dread going to parties and socials, simply because you look scrawny and spindly? Why ever feel self-conscious about your body again. If you're underweight or just a little on the thin side, due to faulty appetite or bad dietary habits, you can put on up to a pound a day of attractive weight without exercise, dangerous drugs or special diet. Don't be a wallflower because you have a figure like a broomstick. Gain more weight!"

Glad Names

Quite the opposite is the "glad name" or "glittering generalities" technique. With the use of pleasant words, a halo of desirable associations is built around a person or thing to such an extent that the reader is moved to adore, respect, and vote for the person, or to buy a product in order to have all the desirable qualities mentioned.

In advertising, the "glad name" technique is used more frequently than the "bad name" technique.

> This cream truly works miracles on your skin. Pat a small amount on at night. In the morning you'll be amazed to see how lovely you are. Skin smooth and fresh! Soft as velvet! Glowing and radiant! A new, beautiful you!

The use of these glad words appeals to a woman's desire to be beautiful and is supposed to cause her to buy the cream.

Transfer

Another commonly-used technique is that of transfer, by which the propagandist tries to get the reader to transfer his respect, admiration, or reverence from something to which he has already attached one of these attitudes to something else. A candidate for office may be played up as a "typical American." Or the leaders of a cause may make a strong point of having God's sanction, in the hope that the public will transfer reverence for God to the cause. The flag, Uncle Sam, or a cross is frequently pictured in conjunction with a printed message in which the propagandist wants us to transfer our respect for the government or the church to his idea.

In advertisements, famous people in show business, sports, or society are frequently used for transfer purposes. For example, a well-known television person is pictured examining crocheted articles in a full-page ad of manufacturers of crochet thread. The two-line heading reads, "Delighted with the pretty things you can crochet with top quality thread for only 98¢."

The ad doesn't state that the woman in the picture crochets or that she uses the thread or that the crocheted articles shown are in her home. There is no connection between her and the crochet cotton advertised. She is pictured in the ad purely for transfer purposes.

Testimonial

This method of appeal is very much like transfer, except that in this case some noted person goes so far as to say that he uses the object of the propaganda. A famous tennis champion may say that he is going to vote for Mr. So-and-So. The readers should inquire, "What difference does that make to me?...What motive or reward prompted the tennis player to let himself be quoted?...What qualifications has he for judging candidates?"

The picture of a famous movie actress appeared in an ad for a low-caloried drink.

Movie actresses must have slim, attractive figures.
I keep my figure trim by drinking No-Weight beverages.
(signed) Shirlene Lovely

Probably the actress rarely or perhaps never drinks No-Weight beverages and keeps her figure trim through exercise and diet. Yet without doubt untold numbers of girls rushed out to their grocer for a case of "No-Weight" as soon as they finished reading the ad.

Plain Folks

Admiration of the humble, unpretentious, common man is an American tradition. The Pilgrim Fathers despised anything that was "hi-falutin'" or smacked in any way of artificiality or affectation. One reason Lincoln has been idolized is that he came from a lowly family. Propagandists often go to great lengths in painting a word-picture of the person they wish to promote to convince the public that he is just an ordinary man. The candidate for office may be shown driving a tractor, shoveling snow off the walk in front of his home, playing with his dog, coming home from Sunday School, and so on.

A recent article about a young baseball player stated that he mowed the lawn and walked the dog and helped his wife by drying the dishes and caring for the baby. It was hoped that readers would develop a deep admiration for him as a common man.

The Band-Wagon

The band-wagon technique is used to get the reader to accept something because everybody else is enthusiastic about it. It is based on the theory that the reader will want to think, vote, or buy what the great majority favors. If everybody else is doing it, then the reader should do it, too. The reader wouldn't want to be different from other people.

The hat salesman uses this technique when he says, "They're all wearing the narrow brim this year." If the customer has already built up resistance to band-wagon propaganda, he will probably reply, "Well, show me something less common."

In using the band-wagon technique, the propagandist frequently directs his appeals to groups of similar religious belief, groups of similar racial descent, groups engaged in the same type of work, and so on: "All of us farmers want prices raised, and we know that Davis is the man that will do this for us."

Or he appeals to the desire of the masses to be on the winning side: "Don't throw your vote away. Vote for Gregory. He's sure to win anyway."

In advertising, this technique is used very frequently....."Nine out of ten use Gribber's Shaving Cream." "Cigs outsell all other cigarettes in America." "10,000 Americans switched to Best-Ever Coffee last month, why not you?" "Everybody's doing the Mumbo. Let us teach you how."

Card Stacking

This is the most subtle and probably the most dangerous of the propagandist's techniques. Even though the reader is acquainted with propaganda procedures he will be tricked with this every once in a while--unless he is very careful.

A cardsharp can cheat his victim by arranging the cards in the deck in such a manner that he will receive the winning combinations when the cards are dealt. Similarly, the politician or ad writer may show only what is favorable to his purpose. He glorifies points which contribute to his ends, but omits or misrepresents those which might influence the reader in the opposite direction. By card stacking, an ordinary candidate for office may be built up as an intellectual giant, a wise administrator, and a benevolent leader. His detrimental qualities are concealed.

Nowhere is this technique more frequently used than in advertisements. In reading about one cigarette, the reader is told that it "lasts longer, tastes better, contains finer tobacco." Lasts longer--than what? Contains finer tobacco--than what?

ANALYZING PROPAGANDA

Having an initial awareness of propaganda is not sufficient. A person should be able to analyze it as well. As a frame of reference for analysis of propaganda found in printed material, five leading questions are offered:

1. Who is the propagandist?
2. Whom is he serving?
3. What is his aim in writing on this subject?
4. To what human interests, desires, emotions does he appeal?
5. What techniques does he use?
6. Are you or are you not going to permit yourself to be influenced through the tactics of this propagandist?

KINDS OF THINKING

(Based on Structure of the Intellect, J. P. Guilford, U.S.C.)

I. COGNITIVE MEMORY

What Is Means

Cul-de-sac thinking.

Cognitive Memory is the understanding and retention of information in any form through in-school and out-of-school experiences.

How To Stimulate It

Questions which require Cognitive Memory usually ask:

Who?
What?
When?
Where?
How? (if clarifying facts)

Why It Is Important

Cognitive Memory provides a background and foundation for further thinking.

II. CONVERGENT THINKING

What It Means

Thinking which goes to the end of a road.

Convergent Thinking is problem-solving when only one right answer is possible. In this kind of thinking, sufficient information is given so that reasoning can only lead to this one right answer.

How To Stimulate It

Questions which call for Convergent Thinking may ask:

Why?
How?
If this is true, then---?

Why It Is Important

Convergent Thinking is used in:

Clarification and definition of problems;
Testing hypotheses;
Deduction;
Analysis;
Arrival at principles;
Logical reasoning.

Emphasis in Convergent Thinking is toward achieving conventionally accepted answers.

KINDS OF THINKING (continued):

III. DIVERGENT THINKING

What It Means

Thinking which goes in many directions.

Divergent Thinking is problem-solving when several right answers are possible. In this type thinking, a minimum of information is given permitting thought to go in varying directions and arriving at multiple solutions, hypotheses, or insights.

How To Stimulate It

Questions which call for Divergent Thinking may ask:

What if--?
How would--?
Suppose--?
How many different ways or kinds--?

Why It Is Important

Divergent Thinking is used in:

Formulating hypotheses;
Elaborating, extending, and seeing broad relationships;
Developing new questions;
Scanning all possible connections and combinations;
Finding need for new data;
Generalizing;
Synthesizing.

Emphasis in Divergent Thinking is upon generation of a variety of ideas based on limited given data.

IV. EVALUATIVE & CRITICAL THINKING

What It Means

Thinking which chooses the best route.

Evaluative Thinking is problem-solving in relation to a value judgment. Here it is necessary to define a concept or idea and then decide if available information does or does not support the definition.

How To Stimulate It

Questions which require Evaluative Thinking demand weighing facts, making judgments, applying values, choosing alternatives and consequences:

What do you think?
Compare---.
Is this good, useful, wise, helpful, etc?

Why It Is Important

Evaluative Thinking is concerned with correctness, suitability, adequacy, desirability of information in terms of consistency and goal satisfaction.

Audio-Visual Material

Films

M-2466 Adventures of the Asterisk

M-578 Developing Imagination

M-2890 Hailstones and Halibut Bones

M-2174 Hunter and the Forest

M-1259 Literature Appreciation - Stories

M-3909 Rainshower

M-2070 Right or Wrong?

M-2922 The Chest

M-2906 The Ladder

(Above films available through Santa Clara County A-V Services.)

Filmstrip

Fundamentals of Thinking Series, Grades 4-8
Eye Gate House, Inc.
Jamaica 35, New York

Records

Many Voices, I and II
Harcourt, Brace & World, Inc.
1855 Rollins Road
Burlingame, California

Spoken English Album
Scott, Foresman and Company
855 California Avenue
Palo Alto, California

Tapes

Mauree Applegate's, from:
Wisconsin School of the Air
Radio Hall, University of Wisconsin
Madison, Wisconsin 53706

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Postman, Morine, Discovering Your Language. New York: Holt, Rinehart & Winston, 1963.

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Taylor, S. E., Listening, NEA, Washington, D.C., 1964.

BOOKS FOR THE JUNIOR HIGH SCHOOL LITERATURE PROGRAM

(Recommended by Dr. Walter D. Loban,
University of California, Berkeley)

List Number One

This first list presents books of literary merit worthy of being purchased in sets for class study. They are books which need the teacher's assistance if pupils are to achieve full appreciation.

ANNIXTER, Paul. Swiftwater.

CLARK, Ann Nolan. Secret of the Andes. Newbery Medal, 1952. An Inca Indian boy learns the traditions and lore of his people.

CLARK, Ann Nolan. Santiago. The choices open to an Indian boy in the modern world. (Guatemalan setting.)

DAVIS, Julia. No Other White Men. The story of the Lewis and Clark expedition.

DICKENS, Charles. David Copperfield. Ninth grade placement.

DICKENS, Charles. Oliver Twist. Boy from English workhouse, trained to be a pickpocket, escapes from environment of crime. Ninth grade.

DICKENS, Charles. Great Expectations. Ninth grade.

EHRLICH, Bettina. A Horse for the Island. Ninth grade.

ESTES, Eleanor. The Moffats. Poor family seen mostly through the eyes of a 9-year old. Slow classes.

FORBES, Esther. Johnny Tremain. The story of a Boston boy's adventures at the beginning of the Revolution, including accounts of the Boston Tea Party and the Battle of Lexington and Concord. Reliable historical background. Newbery Award, 1944.

FORBES, Kathryn. Mama's Bank Account. A touching and humorous story of a Scandinavian family in San Francisco. Interest centers in the wise and resourceful mother. Sentimental but wholesomely so.

FRANK, Anne. The Diary of a Young Girl.

Books for Junior High (continued):

GATES, Doris. North Fork. The story of the development of understanding and friendship between a spoiled and wealthy white boy and an intelligent and proud Indian boy. Good inter-cultural material, not intrusive.

GODDEN, Rumer. Mool Tiki.

GRAY, Elizabeth Janet. Adam of the Road. A boy's trip across the highways of Medieval England in search of his father and his dog. Good for the study of the Middle Ages, particularly minstrelsy. Newbery Award, 1943.

HALL, Anna Gertrude. Fridtjof Nansen. Life of Fridtjof Nansen, Arctic explorer and winner of Nobel Peace Prize. Written particularly for young people.

JACKSON, Shirley. The Witchcraft of Salem Village. Dramatic retelling of how village children caused the witchcraft trials of Old Salem, at the end of the 17th century. Eighth grade and ninth.

KEITH, Harold. Rifles for Watie. Newbery Medal, 1958. Union soldier becomes an espionage agent and learns understanding of his enemy's beliefs, though he does not agree with them. Ninth grade.

KIPLING, Rudyard. Captains Courageous. Spoiled son of American millionaire is washed overboard off Newfoundland banks and forced to share the life and labor of crew on fishing schooner. Some teachers omit the long "story within the story."

KNEELAND, Clarissa. Smuggler's Island. A resourceful, adolescent girl and her small brothers and sisters live for 7 years on a desert island in the Gulf of California. Slow classes. (Now published by New Voices Publishers, Jackson Heights, NYC.)

KRUMGOLD, Joseph. And Now Miguel. For grade seven. Use with movie of same title.

LATHAM, Jean. Carry On, Mr. Bowditch.

L'ENGLE, Madeline. A Wrinkle in Time. Newbery Medal, 1963.

LOWNSBERY, Eloise. The Boy Knight of Reims. Story of Jean d'Orbals of a family of master-workmen, all of whom had helped in the building of the great cathedral of Reims. Fifteenth century.

MOODY, Ralph. Little Britches. Author as a boy, helps establish family on a barren Colorado ranch. Especially good is father-son relationship.

Books for Junior High (continued):

MORROW, Honore (McCue) Willsie. On to Oregon. Adventures in pioneering from Missouri to Oregon with a 13-year old boy as the hero. Eighth grade. For slower classes.

O'BRIEN, Jack. Silver Chief, Dog of the North. Adventure story of the Canadian wilderness, in which Silver Chief, a beautiful dog, son of a husky and a wolf, is the hero. Tamed and trained by a member of the Canadian Mounted Police. Slow classes.

O'DELL, Scott. Island of the Blue Dolphins. Newbery Medal, 1961. Life of an Indian girl who lived alone for 18 years on an isolated island off the coast of California.

PYLE, Howard. Men of Iron. Well-written adventure as well as a good picture of life in a medieval English castle. Chivalry - England - Fiction (15th century). Henry IV, King of England.

RAWLINGS, Marjorie Kinnan. The Yearling. Jody's happiness with his pet fawn is almost idyllic. When the fawn has to be killed to save the crops, he learns the bitterness of adult responsibility. The author has an intimate knowledge and love of the Florida countryside. Ninth grade.

RICHTER, Conrad. The Light in the Forest. Conflicting loyalties of a white boy stolen in childhood and brought up by the Delaware Indians, and then returned at 15 to his family.

SANDBURG, Carl. Abe Lincoln Grows Up. Lincoln's birth and childhood in Kentucky and family migration to Indiana, and later to Illinois.

SEREDY, Kate. The Good Master. A mischievous and capricious young girl from Budapest visits her uncle's farm on the Hungarian plains. Customs and legends of Hungary are skillfully introduced.

SHUTES, B. J. The Blue Cup. Short stories.

SMITH, Agnes. An Edge of the Forest. Viking Press, 1959. Teachers should first try out with individual pupils this unusual and sensitive story (of the way in which love creates both disorder and order).

SPEARE, Elizabeth. The Witch of Blackbird Pond. Newbery Medal, 1959. Historical narrative of a girl who rebelled against bigotry of her Puritan background. Connecticut.

SPERRY, Armstrong. Call It Courage. Newbery Medal, 1941. Based on the Polynesian legend of a boy who overcame his fears of the sea to become Mafatu--a name for a brave boy. Useful with slow learners.

STEFFENS, Lincoln. Boy on Horseback. Autobiography of early years of author in California in 1870's. Written with gusto and humor. Ninth grade.

Books for Junior High (continued):

TWAIN, Mark. Connecticut Yankee in King Arthur's Court. Burlesque of historical romance. Purpose is to strip off glamor and tinsel of chivalry. Ninth grade.

TWAIN, Mark. Prince and the Pauper; A Tale for Young People of All Ages. Boy King Edward VI becomes the poor boy, and the poor boy becomes King. English court life during the reign of Henry VIII.

TWAIN, Mark. Tom Sawyer. Based on reminiscences of author's boyhood in Missouri.

WARNER, Gertrude C. Box Car Children. The adventures of four resourceful brothers and sisters. A story filled with action and suspense. Slow classes, grade seven, will respond to this book.

YATES, Elizabeth. Amos Fortune, Free Man. Born free in Africa, sold as a slave in America, Amos purchased his freedom and achieved recognition as a free man, a worthwhile citizen and a public benefactor. Requires sensitive, able readers.

List Number Two

In her article "The Junior Novel in the Classroom", (English Journal, October, 1963), Dr. Dorothy Petitt of San Francisco State College recommends the following as especially suitable for classroom study.

Seventh Grade

BRINK, Carol R. Caddie Woodlawn.
CAUDILL, Rebecca. Tree of Freedom.
DuBOIS, William Pene. Peter Graves.
HENRY, Marguerite. King of the Wind.

Eighth Grade

CHUTE, Marchette. The Innocent Wayfaring.
CLARK, Ann Nolan. Santiago.
FORBES, Esther. Johnny Tremain.
O'DELL, Scott. Island of the Blue Dolphins.
SPEARE, Elizabeth G. Witch of Blackbird Pond.
STREET, James. Goodbye, My Lady.

Ninth Grade

EDMONDS, Walter. Wilderness Clearing.
JAMES, Will. Smoky, The Cow Pony.
OWENS, William A. Look to the River.
RAWLINGS, Marjorie K. The Yearling.
RICHTER, Conrad. Light in the Forest.

Books for Junior High (continued):

List Number Three

LITERATURE FOR SLOW READERS (Titles purchased in sets and taught in Napa County)

*Sets used in Napa and St. Helena;
**Taught in class in Napa and St. Helena.

Grade			
7	*River Ranch	Doris Gates	Viking
	**Box Car Children	Gertrude C. Warner	Scott
	Docas, Indian of Santa Clara	Genevra Snedden	Heath
	Ben and Me	Robert Lawson	Little
8	White Squaw	Arville Wheeler	D. C. Heath
	North Fork	Doris Gates	Viking
	**On to Oregon	Honore W. Morrow	Morrow
	Silver Chief	John O'Brien	Winston
	Smuggler's Island	Clarissa Kneeland	New Voices (NYC)
	*Around the World in Eighty Days	Jules Verne (abridged)	
9	Light in the Forest	Conrad Richter	
	Call of the Wild	Jack London	
	*Goodbye, My Lady	James Street	Lippincott
	Thunderbolt House	Howard Pease	
	**Mama's Bank Account	Kathryn McLean Pseud. Forbes	Harcourt Brace
	Flamingo Feather (Simplified)	Kirk Munroe	Webster
9-10	**Hie to the Hunters	Jesse Stuart	Harcourt Brace
	The Canyon	Jack Schaefer	Houghton Mifflin
	*Justin Morgan Had a Horse	Marguerite Henry	
	*Swiftwater	Howard A. Sturtzer+	Wyn
	Big Doc's Girl	Mary Medearis	Lippincott
	Ben Hur (Simplified)	Lew Wallace	
11	**Let the Hurricane Roar	Rose W. Lane	Longmans, Green
	Old Man and the Sea	Ernest Hemingway	Scribners
	No Other White Man	Julia Adams Davis	Dutton
	Witchcraft of Salem Village	Shirley Jackson	Landmark
	*Bridges of Toko-Ri	James Michener	Random House
	Shane	Jack Schaefer	Houghton Mifflin
12	**Animal Farm	George Orwell	New American Lib.
	The Pearl	John Steinbeck	Viking
	The Moon is Down	John Steinbeck	
	*A Bell for Adano	John Hersey	Knopf
	**To Kill a Mockingbird	Harper Lee	Lippincott or Popular Library--paperback

+ Pseud: P. Annixter.

Books for Junior High (continued):

List Number Four

DRAMA FOR JUNIOR HIGH

Three-Act Plays:

GIBSON, Charles. The Miracle Worker. The story of Helen Keller. Grade 9.

LINDSAY, Howard and CROUSE, Russell. Life with Father.

LINDSAY, Howard and CROUSE, Russell. Life with Mother.

RATTIGAN, Terrence. The Winslow Boy.

RODGERS, Richard and HAMMERSTEIN, Oscar. The King and I.

SHAKESPEARE, William. Midsummer Night's Dream.

VAN DRUTEN, John. I Remember Mama.

One-Act Plays:

FERBER, Edna. The Eldest.

HALL, Holworthy. The Valiant.

KELLY, George. Finders Keepers.

McKINNEL, Norman. The Bishop's Candlesticks.

PILLOT, Eugene. Two Crooks and a Lady.

Books for Junior High (continued):

List Number Five

Ten unabridged but easy-to-read paperbacks for slow-reading eighth grade boys.

ADAMSON, Joy. Living Free. The sequel to Born Free continues the story of Elsa, the lioness, raising her three cubs in the African Bush. MacFadden-Bartell Corp., 205 East 42nd St., New York 17, N. Y. 75¢

BURNFORD, Sheila. The Incredible Journey. Two dogs and a Siamese cat set out through the Canadian wilderness to find their way home. Bantam Books, Inc., 271 Madison Ave., New York 16, N. Y. 50¢

CERF, Bennett, editor. Stories Selected from the Unexpected. Hair-raising adventures into the unknown. Bantam Pathfinder Books, Inc., 271 Madison Ave., New York 16, N. Y. 50¢

CLARKE, Arthur C. Master of Space. Science fiction written in 1947, which has become more truth than fiction. Lancer Books, 26 West 47th St., New York, N. Y. 50¢

COUSY, Bob. Basketball is My Life. Story of the author's struggle to become the ace of the world champion Boston Celtics. American Sports Library, 342 Madison Ave., New York 17, N. Y. 50¢

DUKE, Neville and LANCHBERY, Edward, editors. The Saga of Flight. Stories, war diaries, interviews, and tape transcripts unfold the conquest of air and space. Avon Books, 959 Eighth Ave., New York 19, N. Y. 95¢

FORESTER, C. S. Sink the Bismark! True story of Hitler's mightiest battleship, how it was hunted down and destroyed in the crucial battle for the Atlantic. Bantam Pathfinder Books, Inc., 271 Madison Ave., New York 16, N. Y. 45¢

HILTON, James. Lost Horizon. One of the new Reader's Enrichment series containing supplemental study material. Washington Square Press, 630 Fifth Ave., New York 20, N. Y. 60¢

JONES, Evan, editor. High Gear. Stories about fast cars and their drivers by Steinbeck, Thurber, Saroyan, Mauldin, and others. Bantam Books, Inc., 271 Madison Ave., New York 16, N. Y. 45¢

LEE, Harper. To Kill a Mockingbird. Two children in a southern town explore the world around them and find some large and disturbing mysteries. Popular Library Books, Inc., 355 Lexington Avenue, New York 17, N. Y. 60¢

PLAYS FOR JUNIOR HIGH

Long plays

Harvey by Mary Chase
Time Out for Ginger
I Remember Mama (School Edition)
Life With Father (School Edition)
Junior Miss (School Edition)

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Dramatists Play Service, Inc.
14 East 38th Street
New York 16, N. Y.

Books with many good plays

Durrell, D., and Crossley, B. Alice, Favorite Plays for Classroom Reading. Boston: Plays, Inc., $5.00.

Murray, John, Comedy Roundup for Teen-Age Actors. Boston: Plays, Inc., 1964.

Olfson, Lewy, Dramatized Classics for Radio-Style Reading, Vol. I and II. Boston: Plays, Inc., 1964.

Stevens, Louise, Introduction to Drama. Wichita: McCormick-Mathers, 1965.

Some short plays

These were taken from the magazine Plays published in Boston by Plays, Inc.

Penelope, Pride of the Pickle Factory

The Valiant Villain

Sophia, the Seamstress

The Doctor in Spite of Himself, Moliére

The Would-Be Gentleman, Moliére

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